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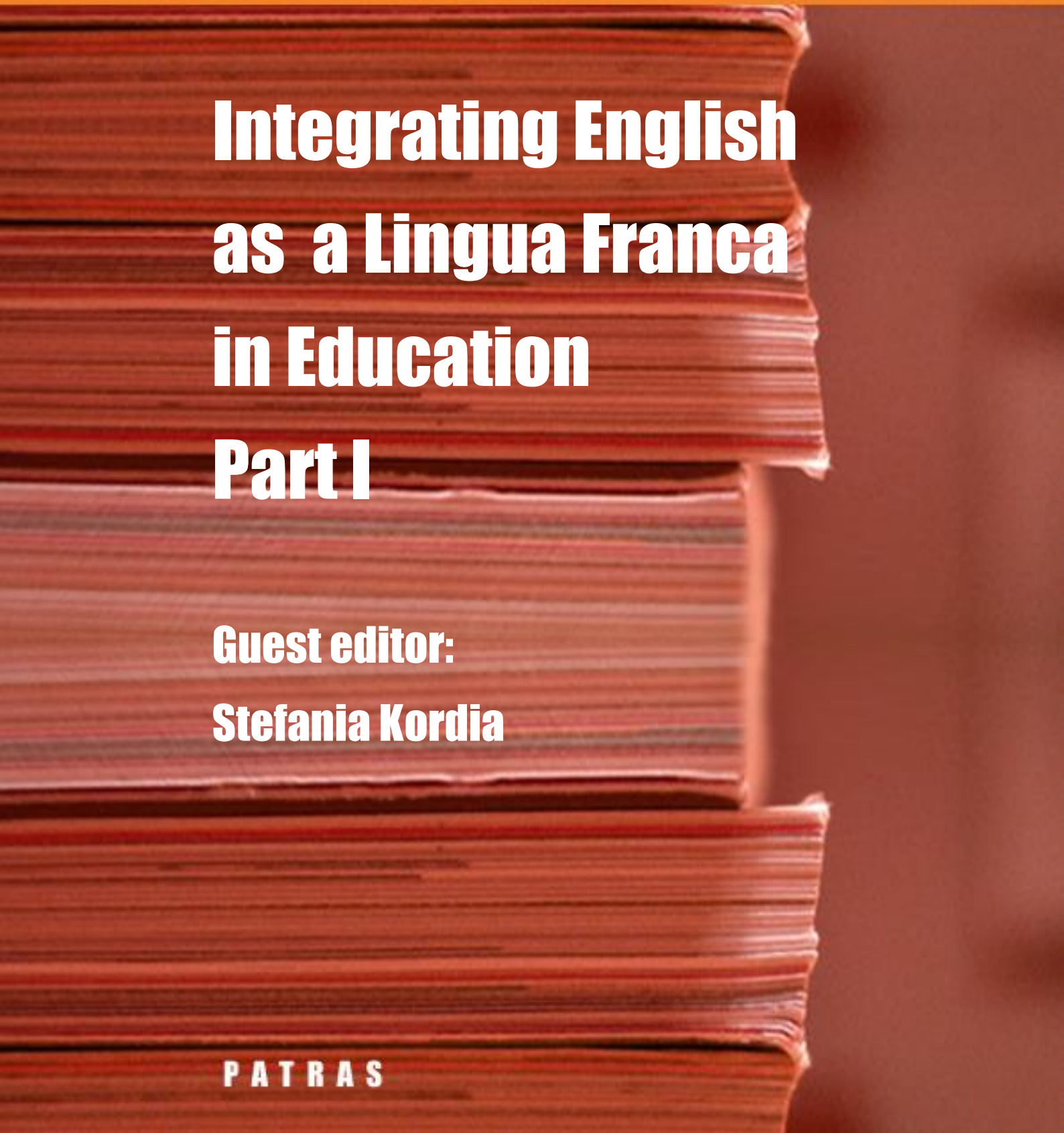

Integrating English as a Lingua Franca in Education Part I

Guest editor:
Stefania Kordia

PATRAS

Research Papers in *Language Teaching and Learning*

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Research Papers in Language Teaching and Learning

Table of Contents of Volume 14, Issue 1, 2024

EDITORIAL

The pervasive use of English as *the* lingua franca (ELF) of our times is an undeniable reality. The statistics are, in this regard, staggering, indicating, for example, that one in three individuals worldwide can communicate in English and, in addition, that non-native English speakers nowadays surpass native ones by a ratio of more than four to one (Jenkins, 2015). Underscoring the dynamic and evolving nature of English usage, this linguistic landscape is marked by a constant appropriation of the language by its non-native users, who employ it in ways that often transcend native-speaker norms (Seidlhofer, 2018). This presents profound pedagogical implications, requiring, as scholars note, a paradigm shift in teachers' views and practices in their classrooms (Kohn, 2018; Seidlhofer and Widdowson, 2020). The conventional notion of the 'ideal' native speaker as the ultimate authority in language use and instruction needs to give way to a more inclusive approach mirroring how ELF works in real-life situations (Rose et al., 2021). How exactly though that can be achieved in practice remains a challenge, as, to date, there is a relative scarcity of empirical research (Bayyurt and Dewey, 2020).

In light of the above, the 14th Issue of *RPLTL* emerges as a dedicated exploration into the intricate process of integrating ELF in educational contexts. I would like to express my gratitude to our Guest Editor for this special volume on ELF, Stefania Kordia, an enthusiastic scholar in the ELF area. Her inspired study in this field is mirrored on the meticulous work of this volume.

Divided into two parts, this Special Issue aims to illuminate various facets of this process. The present volume, *Part I*, delves into the core of the matter through the lens of teacher education and includes a range of empirical studies illustrating how teacher educators can foster the much-needed shift in teachers' views and practices. On this basis, the forthcoming *Part II* (June 2024) extends the discussion to issues related to the language classroom, as regards, among others, the development of learners' competences as ELF users, the cultivation of intercultural awareness, and the role of classroom-based assessment. In doing so, we aim to contribute to a nuanced understanding of 'good practice' in the realm of ELF, guiding practitioners toward effective implementation.

Given his ongoing contributions to the field, this Special Issue is dedicated to our dear colleague, **Nicos Sifakis**, the founder of *RPLTL* and a pioneering scholar who has played a pivotal role in defining and addressing the pedagogical implications of ELF. His groundbreaking work, encapsulated in the construct of *ELF awareness* (Sifakis, 2014, 2019, 2023), has offered a comprehensive framework for effectively integrating ELF in education, serving as a guiding beacon for educators and researchers towards embracing a perspective that resonates with the evolving dynamics of global communication. His insights largely permeate the proposals presented in this Special Issue as well, making this dedication a fitting tribute to a visionary researcher who continues to shape the ELF field.

Thomai Alexiou
Editor-in-Chief

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Introduction to the Special Issue on 'Integrating ELF in Education': The role of teacher education

Stefania Kordia
Guest editor

Referring to the role of English as a means of communication among individuals with diverse linguistic and cultural backgrounds (Seidlhofer, 2011), *English as a lingua franca* (ELF) is a relatively recent but swiftly developing area of study within applied linguistics. As part of the broader framework of *Global Englishes* (Jenkins, 2015a), it emphasizes primarily that English does not constitute a uniform mode of communication. Users constantly adapt it to suit the requirements of their interactions, often straying from what is typically considered 'proper' based on native Standard English norms (Cogo and Dewey, 2012). This mainly pertains to non-native speakers, who now significantly outnumber native speakers (Crystal, 2012) and play a central role in the ongoing process of linguistic evolution (Schneider, 2016).

Significant interest in ELF emerged in the late 1990s and early 2000s, with several influential publications calling for a more systematic investigation of the language non-native speakers use to interact with one another. Most notable among them were Jenkins' (2000) study on phonological dimensions of that language and Seidlhofer's (2001) announcement of the Vienna-Oxford International Corpus of English (VOICE), marking the inception of the very first corpus of ELF. Recognising the need to examine the "most extensive contemporary use of English worldwide" (Seidlhofer, 2001, p. 133), these pioneering works garnered international attention and inspired others to embark upon their own research endeavours.

Since then, the field of ELF has witnessed a steadily expanding body of scholarly inquiry, with Seidlhofer and Widdowson (2020) noting two distinct yet closely interconnected orientations with regard to the main goals of ELF studies. The first orientation is rooted in sociolinguistics and is evident in the majority of the research literature published so far (Jenkins et al., 2018). Such studies focus on exploring ELF on a range of levels, like phonology (e.g., Kirkpatrick et al., 2008; Matsumoto, 2011), lexico-grammar (e.g., Hall et al., 2017; Pitzl, 2016) and pragmatics (e.g., Cogo and Pitzl, 2016; Kaur, 2017), as well as in relation to other relevant constructs, such as intercultural communication (e.g., Baker, 2015), multilingualism (e.g., Cogo and House, 2018) and translanguaging (e.g., Jenkins, 2015b). What these studies have principally revealed is that successful communication in ELF does not rely on mastery of forms and structures of a specific native variety, such as Standard British or American English (Jenkins, 2011). Rather, it largely depends on the appropriate and creative use, for instance, of meaning negotiation and

accommodation strategies to preempt or resolve communication problems (e.g., Björkman, 2014; Vettorel, 2019). As noted above, that often includes the use of non-standard forms (e.g., structures not belonging to the linguistic system, for example, of British English) that do not obstruct the success of an interaction and, at times, may even facilitate it (Ranta, 2018).

The second orientation of ELF studies, which has gained increasing prominence over the past decade, refers to pedagogy. Seeking to examine and effectively address the implications of ELF sociolinguistic research for teaching and learning, such studies have concentrated on the extent to which learners of English, especially in contexts where English is taught and learned as a so-called 'foreign' language (Sifakis and Tsantila, 2019), are sufficiently prepared to take part in real-life interactions in ELF. They have thus dealt with a range of areas, from curriculum and syllabus design (e.g., Guerra, 2020; Rose and Galloway, 2019) to instructional materials development (e.g., Siqueira and Matos, 2019; Vettorel, 2018), teaching methodology (e.g., Hüttner, 2018; Kordia, 2020) and language testing and assessment (e.g., Jenkins and Leung, 2019; Shohamy, 2019), highlighting, above all, that there is a significant "mismatch between what is taught in classrooms and how English functions outside of the classroom" (Rose et al., 2021, pp. 158-159). While, that is, ELF is extensively employed even by learners themselves, including young ones (e.g., Lopriore, 2021), English language teaching and learning practices remain deeply native-speaker-oriented (Guerra and Bayyurt, 2019; Sifakis et al., 2018).

Against this background, the role of ***teacher education*** in reducing the mismatch between ELF and language teaching has been underscored. It is only by actively participating in appropriate teacher education courses, as is widely argued in the field (e.g., Cogo et al., 2021; Dewey and Patsko, 2018; Sifakis and Bayyurt, 2018), that teachers may be empowered to go beyond traditional perspectives espoused, for instance, by their curriculum or standardized language proficiency exams, and perceive themselves as "agents of change [who] introduce and trial innovations" (Rose et al., 2021, p. 161) in their local settings. Such an endeavour, however, is anything but straightforward. It requires rethinking our perceptions and current practices (Dewey, 2012) which, in turn, entails identifying *why* the ways in which English is typically taught and learned are problematic and *how* our own deeply held assumptions have been influencing not only us (e.g., concerning our professional identity; Dewey, 2012), but also our learners as users (e.g., in terms of the extent to which we foster their communicative capability; Seidlhofer and Widdowson, 2019) and as individuals (e.g., as regards their self-image as non-native speakers; Sifakis and Kordia, 2023). Then, of course, it requires experimenting with ELF in the classroom, for example, through action research (Sifakis and Bayyurt, 2018), to see how exactly insights from ELF sociolinguistic research can be integrated in our teaching (e.g., by enriching our courseware, as Lopriore and Vettorel, 2019, suggest, or by helping our learners create their own version of English, according to Kohn's, 2018, MY English approach). That complex process is fundamentally transformative and, in essence, refers to what Sifakis (2014, 2019, 2023) has termed as *ELF awareness*.

Following the second research trajectory briefly described above, this Special Issue of the *RPLTL* concentrates precisely on how teachers may act as 'agents of change' and integrate ELF in their educational contexts in a way that is relevant to them and their learners. To provide a more comprehensive picture, the Special Issue is divided into two parts. The present ***Part I*** focuses on ELF teacher education, seeking to shed light on several aspects of paramount importance, including the key role of reflection in revising stereotypical assumptions and native-speakerist teaching practices. It includes ten articles, each one of which contributes diverse insights on the design and implementation of teacher education courses, so that the

above-mentioned discrepancy between how English is used around the world and how it is taught at school can eventually be minimized.
Barbara Seidlhofer and **Henry Widdowson** set the conceptual basis for the development of educational strategies geared towards fulfilling the needs of learners as ELF users. The authors call for a reconsideration of the current conceptualisation of English, as a subject, and stress that teachers need to be urged to revise their overall relationship with learners, from training them to conform to native-speaker standards to educating them to unlock their full potential in a language already inherent in their linguistic repertoire.

Paola Vettorel describes a course implemented at the University of Verona in Italy, aiming at promoting primary student teachers' awareness of the role of ELF and the ways in which it could be integrated in the classroom. The author presents the theoretical background of the course and the various reflective activities the participants were involved in, and also provides indicative examples of their proposals, for instance, while examining and creatively adapting primary school instructional materials for their future teaching situations.

The following three articles focus on the ENRICH Continuous Professional Development (CPD) Course (Sifakis and Kordia, 2021; Sifakis et al., 2022), developed in the framework of the Erasmus+ Project 'English as a lingua franca practices for inclusive multilingual classrooms'.

Lili Cavalheiro, **Luís Guerra** and **Ricardo Pereira** present the content and tasks included in a range of modules of the ENRICH CPD Course, illustrating how the participants' ELF awareness was raised. On this basis, the authors discuss indicative responses Portuguese participants provided during the course concerning a number of ELF-related topics, such as the ownership of English and the typical distinction between standard and non-standard English, as well as their evaluative feedback at the end about their ENRICH ELF-aware journey.

Lucilla Lopriore offers a detailed account of the need to integrate ELF in education in relation to the current increasingly changing linguistic landscape. She draws links with the Common European Framework of Reference for Modern Languages and the Content and Language Integrated Learning (CLIL) approach and, then, she discusses how relevant principles were integrated in the ENRICH CPD Course, as well as two CLIL courses in Italy. The author provides examples of participants' responses, showing how they opened up to new perspectives.

Lynell Chvala and **Mona Evelyn Flognfeldt** discuss the relevance of the ELF awareness process to teacher professionalism and instructional ecology and present a module of the ENRICH CPD Course that intended to guide teachers in generating a truly localised understanding of the integration of ELF in their individual contexts. The authors present authentic data coming from participants from various countries, showcasing the spaces those participants identified for ELF-aware teaching and their movement towards greater agency.

Moving on, **Yasemin Bayyurt** and **Derya Altınmakas** examine a research area that is crucial in ELF teacher education, namely academic writing. The authors review the published literature on academic writing in ELF contexts, including Higher Education Institutions, and suggest that their findings indicate the necessity for changing stakeholders' attitudes towards the writing practices of non-native speakers, such as university students and researchers. Practical ideas are also offered, with a view to facilitating writers in today's globalised world.

Areti-Maria Sougari and **Athina Malea** highlight the significance of taking into consideration teachers' self-efficacy beliefs in ELF teacher education. The authors present the findings of a

study on the perceptions of 951 Greek teachers of English, demonstrating that higher-level self-efficacy beliefs related to classroom management, student engagement, and instructional strategies are tightly linked to teachers' eagerness to adopt ELF-aware teaching. Reflecting on such beliefs, the authors conclude, is crucial in developing ELF awareness.

Jacyara Nô dos Santos, **Polyanna Castro Rocha Alves** and **Sávio Siqueira** discuss two empirical studies in tertiary teacher education settings in Brazil. In order to provide a detailed picture of the ways in which student teachers' ELF awareness was raised in these settings, the authors present data of the micro-teaching sessions the participants were involved in, as well as of the teaching activities they developed. Those data illustrate signs of an evolving understanding of ELF and a critical reorientation of the participants' beliefs about using and teaching English.

Daniel Vasconcelos Brasileiro Oliveira and **Lucielen Porfirio** also concentrate on the Brazilian context. Drawing parallels between ELF awareness and Freire's concept of *conscientização*, they discuss how the BraCES ELF corpus was employed within a pre-service English teaching programme to foster reflection and critical thinking. The authors provide the lesson plan that was employed to that end and present indicative responses showcasing the participants' revised perspectives, for instance, about their self-image as users and teachers of English.

Finally, **Shu-wen Lin** presents an action research study in a university in Taiwan, where student teachers were prompted to identify and challenge stereotypical perceptions about English and English language teaching dominant in the country. She presents the course entitled 'Learning Englishes and Cultures Through Movies' that adopted an inherent Global Englishes approach, as well as data derived from the participants' reflections throughout the course. As the author argues, such teacher education innovations are crucial in the traditional Taiwanese context.

The forthcoming ***Part II*** of this Special Issue (June 2024) takes stock of insights provided in the present volume and intends to extend the discussion to practical aspects related to teaching and learning in the English classroom. The articles included in it focus, therefore, on ELF-aware pedagogy, depicting what 'good practice' may involve in this regard. When viewed together with the good teacher education practices discussed here, a more comprehensive picture can indeed be obtained of how ELF can be integrated in education.

This Special Issue would not have been possible without the significant help of approximately fifteen anonymous reviewers, all of whom have considerable experience in ELF pedagogical research. Their insightful feedback has ensured the quality of the Issue, illustrating, in practice, that effective and efficient research is, above all, a collaborative endeavour.

Thomai Alexiou, the *RPLTL* Editor-in-Chief, deserves heartfelt thanks for her valuable support and constructive feedback throughout the development of the Special Issue. Her guidance has been instrumental in shaping the content and ensuring the excellence of the submissions.

A special acknowledgment goes to Athanasios Karasimos who served as copy editor for this volume as well as Ioannis Asproloupos for the technical support. Their meticulous work and attention to detail have significantly enhanced the clarity and coherence of the articles included in the Special Issue.

As Alexiou notes in her Editorial, this Special Issue is dedicated to Nicos Sifakis, as a testament to the profound impact of his scholarship and as a token of appreciation for his dedication to advancing our understanding of ELF and the ways in which it can be integrated in education.

His insights have influenced not only my own work, but also other researchers' contributions around the world, and we sincerely wish him continued success and inspiration in his future endeavours in reshaping the landscape of ELF research.

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ELT: Competence Training or Education in Capability?

Barbara Seidlhofer & Henry Widdowson

The generally accepted objective of ELT is to get learners to achieve communicative competence, defined in reference to native speaker norms of usage. Success is then measured by how far learners conform to these norms. We argue that this is essentially a training activity which directs learners to satisfy a predictable goal specified in advance. But if ELT is to serve an educational purpose it needs to prepare learners to deal with the unpredictable communicative demands they will encounter when they become users of English 'for real' so to speak, beyond the end of their course and its assessment. It will need to educate them by investing in a capability to adapt to these demands. Such an educational perspective would involve integrating English with the learners' previous language experience, thereby extending the range of their existing capability. English would then not be, as it currently tends to be, represented as dissociated from their familiar experience, but an additional linguistic resource which their capability can continue to exploit and develop as they learn by using language as a lingua franca in the communicative contexts of the real world.

Key words: competence, capability, teaching, learning, training, education

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1. Introduction

The stated aim of this Special Issue of RPLTL is to consider how ELF 'could potentially impact all areas surrounding ELT'. The acronyms will, of course, be familiar to the readers of this Journal, and it can be assumed that they will agree on what words the letters signify. But it does not follow that there is agreement about what the words refer to. The E is the only letter in both acronyms that stands for the same word, English, but what does that word refer to, and does it refer to the same thing when the E combines with LT as when it combines with LF? As with any other use of acronyms as convenient labels, ELT and ELF often have a way of disguising quite fundamental differences in what the words refer to. So it seems worthwhile to engage in a little acronym deconstruction, to explore what underlying significance they might have. As we seek to show, this process leads to a critical consideration of conceptual issues that have a crucial bearing on how ELT is to be defined and designed as a subject – issues concerning the corresponding relationships between ELT and ELF, competence and capability, training and education, and learning and teaching.

2. What's in a name?

The T of ELT marks it as something taught – a pedagogic subject. The EL, in accordance with common practice, is intended to refer to English as a second language, an L2, an additional language other than the familiar one that learners have already acquired as a first language. ELT in this respect can be taken to be a shorthand equivalent to another familiar acronym, TESOL – Teaching English to Speakers of Other Languages, and this is indeed used as a synonymous alternative in the description of the general aims of the RPLTL Journal: "This peer-reviewed electronic journal is dedicated to publishing research in the domains of TESOL (Teaching English to Speakers of Other Languages) and Applied Linguistics" (https://rpltl.eap.gr/, last accessed May 18, 2023).

There are other acronymic variants in common use: one is TESL – Teaching English as a Second Language, and another, TEFL – Teaching English as a Foreign Language, and these too seem to be similarly used in free variation. 'What's in a name?' one might ask. The terms are diverse, but they all are used to refer to one and the same subject on the curriculum.

Or do they? Are they all just alternative labels for a general consensus about how English as a subject should be conceptualised? Or does the choice of term signal some kind of conceptual difference - one that it would seem, for example, prompted the TEFL Department in the University of London Institute of Education to officially change its name to the TESOL Department?

The ELT acronym can be said to represent the subject as a teaching activity, the straightforward unilateral process of teaching English as an already established language on the assumption that this will necessarily result in learning. The TE of TESOL also signifies that the subject is concerned with the teaching of an established English language, but with the SOL learners now make an appearance. This, we can say, acknowledges that the teaching has to take learners into account and since they are speakers of other languages, the subject can no longer be represented as exclusively concerned with English. It is involved not only with the EL to be taught but also with the OL of the learners. English then itself becomes an other, a second language to be added to the first language they already have, so the EL becomes ESL as in the acronym TESL. And it is this otherness of English that makes it foreign, as explicitly signified in the acronym TEFL.

This little exercise in acronym deconstruction might seem to be trivially pedantic, but it raises issues about the conceptualization of English as a pedagogic subject which are far from trivial (cf. Widdowson, 2013). One has to do with E as the teaching objective. Reference is frequently made to English as the target language, but how is that target to be defined? Does the otherness or foreignness of English make it essentially different from the other languages that learners speak? Is English as L2 to be categorized as a different kind of language from the one that native speakers speak as L1? Is secondness the same as foreignness?

3. The foreignness of English

Although languages can be readily categorized as second by virtue of their chronological sequence of acquisition, they cannot be categorized as foreign in the same simple way. On the contrary, since foreignness can only be defined with reference to what is familiar, it follows that a language –any language– is foreign in diverse ways in relation to other languages (Widdowson, 2003: Ch. 11). This diversity is not only a matter of so-called language distance, overtly manifested in the differences between lexical and grammatical properties

which have long been the subject of contrastive analysis. The diversity is also crucially a matter of the various attitudes that are adopted to the other language. These may have to do with degree and/or kind of social contact between communities of speakers. The attitude to a neighbour language, whether linguistically close or not, is likely to be quite different from the attitude to one which is more remote. Attitudes can take the form of persistent prejudices historically rooted in negative or positive associations with the community of its speakers. Or they can be informed, in Bourdieu's terms, by what kind of cultural, economic and/or social capital the other language is thought to represent – what socio-cultural or economic advantage is to be gained by acquiring it (cf. Bourdieu, 1986 [1983]; Bourdieu and Passeron, 1990). It is not enough to simply describe the differences between languages in linguistic relativity terms, as distinct cognitive encodings. Any communal language is intricately bound up in its own ecological complex of socio-cultural, religious, economic values.

So languages are foreign in all kinds of different ways and there is no general category of foreignness. How then is the English language foreign? And for that matter, to what degree is English foreign at all? It has, after all, now become familiar as a pervasive lingua franca used internationally, across communities, as a global means of communication. In this crucial respect its otherness is of a different order from that of languages more confined in their communal scope. So what implications does ELF have for defining the *objective* of English *teaching*?

Or for the *process* of English *learning*? Since EFL learners are speakers of other languages, these other languages will inevitably be a presence in the ELT classroom. This presence is generally seen as an unwelcome intrusion in orthodox ELT, discouraged as an unwarranted interference in the learning process. The fact that learners are speakers of other languages is thus taken to be a negative factor, an obstacle to be countered. This isolation of English from the learners' own familiar experience has the alienating effect of making it all the more foreign. One might say that the possibilities of learning involvement implied by the SOL of TESOL are rejected so that in effect teaching does indeed focus on foreignness. TEFL is then indeed an apt name for the subject. How then can, or should, the fact that learners are speakers of other languages be taken into positive pedagogic account?

Again, this brings up the question of how ELF might "potentially impact" how ELT is to be conceptualized as a subject – using this acronym here and henceforth in its general shorthand sense. ELF is the *use* of English by speakers of other languages. If ELT is the *teaching* of English to speakers of other languages, then it seems reasonable to suppose that there should be some relationship between the two. And this relationship has indeed been argued in principle elsewhere (Seidlhofer, 2011; Widdowson, 2015a) and explored in practice in proposals for an ELF-informed pedagogy (e.g. Dewey, 2012; Kohn, 2015, 2018; Lopriore and Vettorel, 2015; Seidlhofer and Widdowson 2020; Sifakis et al. 2018; Sifakis and Tsantila, 2019; Vettorel, 2015). This paper takes up and reformulates matters arising from this previous work.

4. The teaching of competence conformity

Whichever other acronyms are used to label it, ELT, to use the shorthand term, like any other second or foreign language subject on the school curriculum, is generally taken to mean the teaching of *a* particular named language, identified as the property of the community of its native speakers. In the case of English, it is assumed as self-evident that this (owner) community is one belonging to Kachru's Inner Circle, which is said to provide the norm which all manifestations of the language can be referred to. And it is this norm - referenced, normal English, typically BrE or AmE, that is routinely described in standard works of reference and

assumed therefore to be what is to be prescribed as the objective of learning. All other manifestations of the language are by definition characterized as 'ab-normal', or 'non-normal'[1].

Where 'non-normalities' are manifested by learners in the classroom, it is seen to be the teacher's task to remedy them by persuading learners into norm conformity so that they meet the institutionalized conditions of assessment that define learning success. These non-normalities, however, tend to persist beyond the confines of the classroom, when learners become users of the language for real, so to say, in the wider world, when they need to put it to expedient use as ELF, a lingua franca means of communication. Although therefore ELF resembles Learner English (Granger, 1998*;* Granger et al., 2015; Swan and Smith, 2010*)* in this respect, its linguistic non-normality cannot simply be equated with deficiency. On the contrary, as is well attested, ELF users are capable of effective communication without such norm conformity.

It has, of course, been long recognized that acquiring linguistic competence in English, or in any other language, does not equate with the ability to communicate in the language. Hence the prescription of communicative competence as the learning objective. But the basic principle of norm-conformity remains in that the communication is defined exclusively with reference to the particular usage conventions of Inner Circle native speaker communities. The objective of communicative language teaching, CLT, as usually practised, is not to develop a general communicative capability in English but a particular competence by getting learners to conform to the conventional ways a specific community communicates. This is typically done by correlating certain normal forms of language with their conventional communicative functions, and requiring learners to learn the correlations (Wilkins, 1976; Ek and Trim, 1998) In other words, normal rules of linguistic usage are paired up and put into correspondence with normal conventions of communicative use as if each was integrally dependent on the other. So although it is recognized that conforming to linguistic norms is not sufficient for achieving a communicative learning objective, it still seems to be assumed as self-evident that it is a necessary requirement. In the currently promoted CLT approach, Task Based Language Teaching (TBLT), for example, tasks are designed to develop communicative fluency only in tandem with accuracy and complexity, both of which are defined in reference to established linguistic norms. Communicative competence is thus taken to be the integrated combination of Complexity, Accuracy and Fluency (CAF; cf. Housen et al., 2012). Although the common claim of communicative language teaching is that it is radically different from the previously favoured form-focused structural approach, in its retention of a NS norm-referenced competence as its pedagogic objective, there is no difference at all.

Here then we have a curious contradiction. From the orthodox ELT perspective, English that is not standard usage, or even if it is does not conform to the idiomatic conventions of NS communicative use, is assumed to be deficient and needs to be remedied if learners are to achieve their communicative objective. But when learners become ELF users they have been shown to manage to communicate in spite of their non-conformity. And though their non-normalities may from an ELT perspective be seen as evidence of incompetence, this does not make them incapable of communicating. Clearly the NS norm-referenced communicative *competence* set as the objective of orthodox ELT is very different from the communicative *capability* that is exercised by ELF users.

[1] Although we find the literal meaning of the term 'ab-normal' appropriate for present purposes, we decided to use 'non-normal' / 'non-normality' because of the negative connotations that 'ab-normal' has in general language use.

5. Two conceptualisations of English

This disparity between competence and capability relates to two radically different ways of conceiving of English, or any other language if it comes to that. On the one hand, it can be conceptualized as an *état de langue* - set of current encoding rules and usage conventions assumed to represent the canonical competence of a community of native speakers. This we will refer to as English as a normal language, and the encoding rules and usage conventions that define its normality are what are generally described in dictionaries and grammars and prescribed in textbooks as *the* English language and what learners need to be taught to conform to. But it is obvious from the very non-normal non-conformities that are produced by learners and ELF users alike, that English also represents something else: a communicative resource, a potential for meaning making that can be expediently realized unconfined by convention.

These two different ways of conceiving of language are referred to by Halliday (2003 [1977]) as developmental stages in first language acquisition as the linguistic experience of up-bringing changes when the child goes to school:

> Up till now, language has been seen as a resource, a potential for thinking and doing; […]. From now on, language will be not a set of resources but a set of rules. (Halliday, 2003 [1977], p. 94)

But although schooling might be seen as an inhibiting imposition of rules, it is only one factor in the natural socialization process in which, to use the title of Halliday's 1975 book, 'learning how to mean' is a matter of learning the conventions of meaning-making that obtain in a particular community, knowledge of which represents the credentials of membership. Thinking of language as necessarily normative, a set of rules or conventions to conform to, is integral in the very process of communal socialization. So it is not surprising that this concept of language is so deeply embedded and has been granted special status as the authorized version of the language. But the fact that this resource has become conventionalized in a particular community does not of course exhaust its potential as resource. And as resource, the language is available for anybody to realize its potential in whatever way it is communicatively expedient to do so. When this results, as it often does in ELF communication, in a non-normal expression, the usual reaction is to apply conventional criteria and say that this is *not English*. But it is nevertheless recogniseably *in* English. Whereas knowing how to mean in L1 acquisition involves the conventionalization of resource, knowing how to mean in using ELF involves the reverse process of restoring the privileging of resource over convention. In the non-normalities of ELF communication, the language is uncoupled from the conventions that define it as the property of a particular community, and gets appropriated as a generally available resource for meaning making. In reference to the earlier discussion, the language gets de-foreignised. And to go back again to acronyms, the FL in EFL becomes the LF in ELF and as these two letters change their meaning, so does the E in relation to them.

6. Language training vs. language education

What bearing, then, does this fundamental difference have on the theme of this Special Issue 'Integrating English as a lingua franca in education'? The adherence of orthodox ELT to the conventional concept of English as *a* normal language, and accordingly to the belief that learning can only be defined as competence conformity, cannot accommodate the concept of English as language more generally, as communicative resource, and so precludes the

integration of ELF. But this does not mean that ELF cannot be integrated into language *education*. And here we need to consider two other terms that are frequently used as free variants, namely education and training. Do they too mean the same thing? If not, what different meanings can we assign to them?

In orthodox ELT, courses are typically designed to achieve a predictable competence objective, graded into interim stages of approximation to native speaker norms, each measurable by assessment. A course therefore specifies in advance what is to be taught and tested, and learning is deemed successful to the extent that it meets these specifications. So in effect teaching competence is a *training* in conformity to established convention. Learning then is taken to be the reflex of teaching, and as such comes to a closure at the end of the course. What is then assessed is actually the success of teachers in training learners to conform.

But this success, as every teacher knows, is far from unqualified. Learners have a marked tendency – marked in two senses of the word - to resist conformity, learn less than they are taught and stubbornly persist in their incompetence. But they also learn more than they are taught as is evident from the fact, pointed out earlier, that when they become ELF users they are capable of communicating by means of the very non-normal exploitation of English as resource that teaching had sought to suppress. They have somehow learned how to put to expedient resourceful use the inherent meaning potential within the language, to have acquired a communicative capability in English in spite of the competence confinement imposed upon them. Rather than conforming to the conventions that make English the property of its native speakers, ELF users have appropriated it as language for themselves. This is not something they have been, or can be, trained to do – it is indeed something they are discouraged from doing. So how have they managed to do it?

The first and most obvious point to make is that this capability is not initiated during the English course but originates in the learners' experience of their own language. And here we come to the point made earlier about the TESOL acronym. Confronted with a language which is formally foreign to them, learners will look for ways of engaging with it, attempting to make the foreignness familiar by relating it to the experience of their other language(s). Since they lack a knowledge of normal conventionalized English, they will quite naturally seek to make use of English as a communicative resource. In other words, they are learning how to mean in English, and the non-normalities they produce will be the overt realization of this process.

From an orthodox ELT perspective, however, learners have to be trained to learn how to mean in the approved conventional way, and so they have to be discouraged from exercising the capability they have acquired through their own language experience. It is taken to be an impediment to achieving the approved competence objective which calls for training in norm conformity: the influence of the learners' own language(s) is therefore to be countered as far as possible by an exclusive monolingual focus on English. And this, of course, as previously pointed out, has the alienating effect of making the language all the more foreign.

As noted earlier the non-normalities of learner English closely resemble those that frequently occur in ELF communication. The usual conclusion is that ELF use is really only learner English/an interlanguage, its users still in the process of acquiring the language. But one can draw the opposite conclusion: that learners are, in effect, behaving like ELF users, their non-normalities the natural outcome of their capability to make expedient use of whatever English, or any other language, is available to them as a communicative resource. In so doing they enact the process of translanguaging (Cenoz and Gorter, 2022; García and Wei, 2014). This

has been identified as an essential feature of communicative behavior in general, but is stigmatized as incompetence when learners do it. English language learners, being already capable users of language, naturally bring this capability to their learning, apply it to extend their resource repertoire, and draw on this subsequently as ELF users. Learning can now be seen as a kind of self-education, for it is this developmental process that it is the purpose of education in general to promote.

Education, whatever the particular subject, is essentially a transitional developmental process which Janus-like is both retrospective and prospective. It starts from the learners' existing experience, from what they initially know and believe, and extends and reformulates this in ways assumed to be beneficially relevant to them in subsequently making their way in the world. Development by definition has to have some prior state of affairs to develop from, and this in the present case is represented by the learners' existing communicative capability. But this retrospective educational condition is not met by orthodox ELT, where competence is disconnected from the learners' previous language experience.

Orthodox ELT does not meet the prospective educational condition of future relevance either in that its fixation on competence as objective does not prepare learners to adaptively cope with unpredictable communicative situations they will encounter after the end of the taught course and beyond the test.

7. The learner/teacher relationship

Re-conceptualising the subject ELT as an education in capability rather than a training in competence radically changes the nature of learner involvement. But what of the teacher? The role of the teacher in competence training is clear, and their pre- and in-service preparation for adopting it is appropriately called teacher training, which generally involves initiating them into different techniques for persuading learners into conformity. This task is greatly facilitated by the fact that the course books and other materials commercially made available to them will be designed with the same objective. The question arises as what the role of the teacher should or can be if the objective is to educate learners in capability instead.

One obvious move, and one that has already been underway for some time (e.g. Seidlhofer, 2004, 2011; Widdowson, 1990, 2003) is to educate teachers themselves in a critical awareness of the limitations of orthodox ELT, in the realization that Inner Circle native speaker competence is an idealized abstract construct that bears little resemblance to the realities of English as it actually used, so in effect learners are trained to conform to something that does not actually exist. There has, over recent years, been an increasing acknowledgment that although canonical Inner Circle norms of competence may be given pedagogic primacy, English manifests itself in various other ways and these should be given due attention in teaching, especially when it comes to comprehension of the spoken language (e.g., Llurda et al., 2018; Sifakis et al., 2018, 2022; Vettorel, 2016). How it is variously manifested in Outer Circle communities has been recognized as being distinct Englishes in their own right, equivalent in status to that of the Inner Circle and it is now common to find samples of these world Englishes included in ELT materials (e.g., Rose and Galloway, 2019). In this way, learners are made aware that there are varieties of English usage they may have to cope with, other than the standard version of the language that they are trained to be competent in.

But of course, a variety is an *état de langue*, a state of language, which represents how communicative resources have been normalized by convention in a particular community. Raising awareness that varieties exist does not in itself reveal the variable process whereby

these resources have become conventionalized. If learners are to develop their communicative capability in English it is this process of variation that they need to be aware of, of how the inherent meaning potential in the language is resourcefully and expediently adapted to meet communicative contingencies (Seidlhofer, 2021; Widdowson, 2015b, 2020). And it is precisely this adaptive process which is enacted in the non-normalities of ELF usage, and, as argued earlier, accounts for the corresponding non-normalities in learner language.

What then does this suggest should be the teacher role in educating learners in a communicative capability in English? To begin with, its relationship to the learner role clearly has to be other than which is presupposed in orthodox ELT. When the subject of ELT is discussed, it is almost always referred to as the English teaching and learning, as indeed it is in the name of this Journal, RP*LTL* rather than RP*LLT*. Again, one might ask: What's in a name? And again one can assign significance to this order of words in that it suggests that teaching is primary and learning a secondary consequence (Widdowson, 2020, p. 207f.). If learning is taken to be a matter of competence conformity, this order does indeed signal that the teacher role is primary and that of the learner subordinate to it since, as indicated earlier, what is learned is taken as dependent on what is taught. But if it is capability that is to be the pedagogic objective, then since learners are already communicatively capable in their own language(s), teaching is a matter of encouraging learners to exploit the resource of English to extend the range of this capability. The teaching task then becomes not to initiate the learning of something new but to encourage and support the further development of a process that already exists. It is the learner role that then becomes primary and teaching subordinate to it.

Such a learner-centred role reversal has far reaching implications. Perhaps the most obvious is that the monolingual teaching that has long been a defining feature of orthodox ELT would be abandoned and the use of the learners' L1, and any other language available to them, would not only be allowed, but encouraged as an essential learning resource. This would mean that translation, which has always been a covert learning strategy in ELT classrooms, would become an overt and indeed central feature of teaching methodology (Cook, 2010; Widdowson, 2020: Ch. 17*)*. And this in turn would mean that as learning is local, so must this methodology be, and teaching can no longer be based on monolingual English course books designed to induce competence conformity and assumed to be globally suitable for teaching, whatever the local learning context might be. It also, of course, challenges the authoritative status usually accorded to the native-speaking teacher.

8. Conclusion

In this paper, we have argued that 'integrating English as a lingua franca in education' necessarily involves the reconceptualisation of the ELT subject as education in capability rather than as training in competence. How far a reform of the subject along these lines is a realistic prospect is, of course, a very different matter. Orthodox ELT is institutionally endorsed by such authorities as the Council of Europe (Council of Europe, 2018) and profitably promoted by the publishing and testing industry (e.g., Hawkins and Filipovic, 2012; Kurtes and Saville, 2008; UCLES/CUP, 2011; for further discussion, see Widdowson, 2021) and any challenge to its validity is bound to meet resistance from ingrained beliefs and vested interests, against which educational arguments, however valid, may be of little avail. But the emergence of ELF is part and parcel, both cause and consequence, of globalisation which has brought about changes which challenge the validity of many an accepted idea and supposed certainty and have to be adapted to. So it surely makes sense to at least consider what change in our established ways of thinking about ELT might also be warranted in the contemporary world.

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Primary Teacher Education: Reflections on pedagogical perspectives from Global Englishes and ELF

Paola Vettorel

Research in English as a Lingua Franca (ELF) and its pedagogical implications has underlined how Language Teacher Education plays a fundamental role in fostering awareness of the need to take into account in English Language Teaching the current role of lingua franca English has. This contribution aims at illustrating how awareness of Global Englishes (GE) and ELF is part of the English Language and Didactics course for prospective primary teachers at the University of Verona (Italy). In the fourth year, trainees are introduced to issues concerning the global spread of English, and a specific focus on pluricultural and plurilingual education is developed in the fifth year. The implications for teaching English in the primary classroom are explored, and students work in groups to devise activities within a GE/ELF and intercultural awareness perspective, which are then shared in the e-learning platform to act as a common repository. This approach fosters active reflection in raising awareness of GE and ELF, and trainees are encouraged to apply this awareness to the topics dealt with in the whole course, for instance in critically examining primary school ELT materials, and to creatively devise and/or expand on existing materials, with a view on their future teaching context.

Key words: Global Englishes, ELF, pedagogical implications, pre-service primary school teacher education

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1. Introduction

The presence of English in the world has become part of our daily life, both in terms of different varieties also as a result of globalization and migration flows, and as an international Lingua Franca of communication in face-to-face as in digital contexts, This is particularly relevant also for young people, who encounter Global Englishes (GE) in a variety of situations, from the media to the linguistic landscape, increasingly multilingual classes and mobility for tourism, and who often directly experience communication in ELF contexts, too.

Research in English as a Lingua Franca (ELF) and its pedagogical implications has underlined how Language Teacher Education (TEd) plays a fundamental role in fostering awareness of the need to take into account in English Language Teaching (ELT) the current role of lingua franca

English largely plays. Several projects have been developed over the last decade to promote an ELF-aware approach in TEd (e.g., Bayyurt and Sifakis, 2015; Sifakis and Bayyurt, 2018; Cavalheiro et al., 2021), providing possible models, exemplifications and guidelines for reflective action. ELF awareness has been defined by Sifakis and Bayyurt (2018, p. 459) as "the process of engaging with ELF research and developing one's own understanding of the ways in which it can be integrated in one's classroom context, through a continuous process of critical reflection, design, implementation, and evaluation of instructional activities that reflect and localize one's interpretation of the ELF construct". As a process, it is, therefore, fundamentally adaptable, contingent upon contextual parameters, including the personal background of the stakeholders involved, and, as Sifakis notes (2019, pp. 291-292), it includes three major components, namely "awareness of language and language use", "awareness of instructional practice", and "awareness of learning". All components – and particularly the first and the last – include reflection on the ways in which English is actually used in today's world, also in terms of perceptions and experiences, and on its pedagogical implications.

ELF-awareness can be promoted and enacted at different educational levels, from TEd in higher education to primary teacher pre-service contexts, including classroom practices, too. This contribution will illustrate how awareness of Global Englishes and ELF has been included as part of the English Language and Didactics course for prospective primary teachers at the University of Verona (Italy), with the overall aim to develop professional knowledge and sensitivity for a more inclusive approach to ELT practices.

The activities that will be presented in this article have been developed during the English Language and Didactics courses I and II, part of the Combined Bachelor's and Master's degree in Primary Teacher Education (*Scienze della Formazione Primaria*) at the University of Verona, Italy. The 24-hours course for the Fourth-year students has been run since Academic Year 2011/12, with about 100 students attending the course each year. The Course for the Fifth-year students started in A.Y. 2021/22, with about 100 students attending lessons. It is worth pointing out that English is part of the syllabus in the five-year Master's degree from year one, with the aim to develop a CEFR B2 level of competence for these student teachers, who are likely to teach English together with other subjects once they enter the profession either as primary or as pre-primary teachers. In fact, English has been the compulsory foreign language taught in Italian primary school curricula from grade one since 2004, aiming to guide pupils towards the CEFR A1 level after five years of instruction. As indicated in the 2012 National Guidelines, the overall perspective in teaching the foreign language is to see it as a means to understand other peoples and cultures, developing a plurilingual and intercultural awareness; the use of ICT is encouraged particularly with the aim to promote interaction with foreign peers, as well as participation in school international projects (MIUR, 2012).

It is therefore important that Language TEd courses for prospective primary and pre-primary teachers include not only the discussion of topics related to methodological approaches in Early Foreign Language teaching, but also on the current sociolinguistic reality of English, in its GE plurality and in its English as a Lingua Franca function, and above all on their implications for teaching in the primary classroom within an ELF-aware perspective.

2. The English Language and didactics course structure and the Module on Global Englishes and English as a Lingua Franca

In one of the first modules of the Fourth-Year course trainees are introduced to issues concerning the global spread of English, both for Global Englishes and ELF, including reflections and exemplifications of the presence of English in the trainees and their students' environment. A specific focus on pluricultural and plurilingual education is developed in the Fifth-Year course, with reference also to Global Englishes and ELF awareness. The implications for teaching English in the primary classroom are then explored, both theoretically and through examples from literature (e.g. Kordia, 2015; Matsuda, 2017; Vettorel, 2014, 2016, 2017a). Subsequently students work in small groups and devise activities within a Global Englishes, ELF and intercultural awareness perspective. These examples are then shared in the Moodle e-learning platform to act as a common repository of ideas for the students' future professional experiences.

The lessons are organized in a seminar and participatory way: after an introductory theoretical part, student teachers work in groups examining materials and devising activities on the different subject areas examined. The topics in the Fourth year include: young learners' characteristics in language learning; English, Englishes and ELF: implications for the young learners' language classroom; evaluating, creating and adapting activities for young language learners; drama and storytelling; songs/chants and game activities. A specific focus on Global Englishes and ELF is given in the module at the beginning of the Fourth-year course, which introduces the student teachers to the issues related to the global spread of English, with the aim to raise awareness of the current reality of English and its pedagogical implications. It was deemed important to examine these matters at the beginning of the course, so that they could be taken into account in the modules that follow, including the examination of ELT coursebooks for primary and pre-primary school.

The module starts with a plenary session illustrating the main points and issues in Global Englishes research, including variation in World Englishes (WE) and the Lingua Franca role English largely plays today (e.g., Galloway and Rose, 2015). In this first phase, students are encouraged to reflect upon and draw from their experiences through prompt questions concerning their familiarity with WE varieties, the presence of English(es) in their environment, and their experience with the use of English in ELF contexts, whether face- to-face or digital.

The student teachers are then asked to work in small groups and read and discuss at least one article dealing with examples of GE/ELF-oriented activities in the primary classroom (e.g., Vettorel, 2014, 2016, 2017a; Kordia, 2015; essays in Matsuda, 2017), thus familiarizing with ELF literature relevant for their teaching context. Main ideas are then shared with the whole class, and reflections on how they can be applied to the student teachers' teaching context are explored. Drawing from the ideas outlined in the articles and from the follow-up discussion, students work in pairs/small groups and devise their own ideas for classroom activities adopting a GE/ELF- aware perspective for primary school contexts. In this phase they are encouraged to make use of both printed (coursebooks and other related resources) and digital materials, such as online ones, including audio and video files. The activities the student teachers devise in this phase become part of their personal Course Portfolios; they are also posted in the dedicated Moodle e-learning forum to be shared with their colleagues, thus becoming a repository of exemplifications to be possibly put into practice in their future teaching contexts.

The Fifth-year course has a parallel structure, with the activities devised by the trainee teachers shared in the e-learning dedicated space and part of their Course Portfolio. The topics examined during the 24-lessons seminars comprise assessment in Primary school, lesson planning, Content and Language Integrated Learning (CLIL), intercultural and plurilingual awareness through English as a Foreign Language. In the seminar related to this last topic in particular the main points concerning GE and ELF discussed in the previous year are recalled. The use of stories and picture books to promote pluricultural competence and a plurilingual approach in teaching English to young learners are then introduced, providing exemplifications of projects and activities, such as the ICEPELL project (https://icepell.eu/) and ECML resources[1]. Students are subsequently asked to work in pairs/small groups to devise activities related to these areas, with particular attention to the development of intercultural awareness within a GE- and ELF-aware approach.

The module in the Fourth Year and the focus on intercultural and plurilingual education in the Fifth Year provide opportunities for active reflection on issues the trainee teachers are not always familiar with; they hence represent a fundamental moment to raise awareness of Global Englishes and ELF, and on how they can be taken into account in pedagogic practices since primary school, both in connection to the pupils' experiences and in active language communication, for example through virtual international class/school exchanges. Trainees are also encouraged to apply this awareness to the topics dealt with in the other modules of the course, for instance in critically examining pre-primary and above all primary school ELT materials and coursebooks. Indeed, retrieving GE- and ELF-oriented materials, either in coursebooks or from other sources such as the many websites for primary English language education, is not always easy, and the approach adopted in these Teacher Education Courses contributes to encourage and support trainees to creatively devise and/or expand on possible existing activities, as shown by the reflections and the activities designed by the participants, as will be seen in the next sections.

3. Adopting a GE-/ELF-aware perspective

Before moving to exemplifications of the activities that were devised by the students on GE and ELF as part of the Fourth- and Fifth-year courses, two points are worth mentioning. First of all, a participatory and reflective activity was proposed to the trainees as a follow up to the seminar, where they were asked to reflect on their first-hand experiences of WE and ELF in a Padlet/Mentimer session. Their reflections in this activity clearly show that they have all experienced communication with speakers of different varieties of English, either during their travelling abroad, for leisure or for study, or through watching materials on the internet, above all films and series on YouTube. Most trainees also point to experiences of communication in ELF contexts, for example by giving information to tourists in the area where they live, or as part of working practices, or participating in international partnerships and programmes of different kinds, for instance Erasmus+ periods in European countries; some also mention the fact that they have maintained contact with the people they met during these encounters, and communication with them takes place through English. A couple of students also add that at the beginning comprehension of WE varieties was not easy, and that in school they had not been prepared to interact with speakers of varieties other than British English, nor with ELF users.

I believe that TEd can positively build on these experiences first to develop awareness of the sociolinguistic current plurality of Englishes, and subsequently to encourage new generations

[1] https://www.ecml.at/Thematicareas/PlurilingualEducation/tabid/1631/language/en-GB/Default.aspx

of teachers to actively include a plurilithic perspective in their teaching practices, also taking into account their communication experiences through English. In this respect, as we will see below, making these familiar with the eTwinning European Project, that is part of the English language syllabus for student teachers at the University of Verona, can also represent a valuable perspective in supporting an innovative view on teaching English with a GE- and ELF-aware perspective.

The second point that should be mentioned is the evaluation of ELT coursebooks for pre-primary and primary school, part of the syllabus for the Fourth-year course. The checklist that is provided for this task includes, among other elements (e.g., methodological approach, types of activities, structure of the coursebook, development of the four + interaction skills, etc.) a section on GE and ELF-oriented activities, with attention to whether and how intercultural awareness is taken into account, too. What emerges from the trainee teachers' observations in this task is that in the overwhelming majority of the coursebooks examined GE varieties, not to mention ELF, are not included, or just marginally dealt with. In some cases, particularly in more recent materials, intercultural awareness is promoted by widening the scope of perspectives beyond Anglophone countries, and at times including reflection on the pupils' cultures, with some references to the multicultural environment of classes. Guiding the student teachers to reflect on representations of English in published materials is in my opinion another important point, first of all to be able to make informed choices on coursebooks, and subsequently to guide students to see how these published materials could be implemented in a GE- and ELF-aware perspective.

3.1 Examples of GE- and ELF-aware activities developed by the trainee teachers

This section is dedicated to illustrating exemplifications of the activities that have been developed by the Fourth- and Fifth-Year students as part of the two Modules described above over the years. The activities are manifold, and can be grouped into three main thematic areas, which roughly correspond to the ones included in the introductory phases of the Modules: (1) the presence of English in the pupils' environment, (2) Global Englishes and English as a lingua franca, (3) Intercultural awareness (also see Vettorel, 2021).

3.1.1 The presence of English in the pupils' local environment

Following the reflections on the global spread of English in the first part of the Module in the Fourth Year, activities focusing on the collection of English words and expressions from the pupils' environment are present in the greatest majority of the proposals; trainee teachers often point out how such a task is closely related to the children's experience, and can therefore represent an involving and motivating starting point to raise awareness of the spread of English, also in global terms. In the proposals pupils are asked to collect English words from different sources, such as magazines or newspapers brought to school, observation from the media, cartoons and songs. The linguistic landscape is also frequently mentioned, and, at times, a mini-trip around the school block or to the local supermarket is organized to collect these words. In other occasions the activity involves listening to TV commercials, songs or radio programmes and spotting the words pupils already know and can thus recognize. The words and expressions that are collected are then arranged in posters or scrapbooks and lapbooks, often organized in different semantic areas (e.g. technology, food, sports, travel, leisure, etc.), which are then updated during the school year.

Interviews with pupils in other classes, or with parents/ grandparents, are at times proposed, gathering information on whether other peers and generations are familiar with these English

words (e.g., “Are your familiar with…? Do you know what this word means?”). At times a reflection step on the specificity of some words and expressions in English and other languages is included, discussing their ‘untranslatability’ and the specific contexts in which they are used in Italian.

The activities in this area are meant to act as a springboard to reflect on the widespread presence of English in the children’s everyday life, and on the reasons why English is increasingly part of the local environment. Additionally, proposals at times mention that these activities can be used also to draw attention on the presence of several other languages in the environment, thus fostering awareness of plurilingualism, too. In this respect, in some cases activities include asking the pupils to ‘label’ their class and/or their school context in different languages, at times adding simple instructions for the different rooms and common spaces.

3.1.2 Global Englishes and English as a Lingua Franca

Proposals concerning Global Englishes and English as a lingua franca generally focus on topics the pupils are likely to be familiar with, and that are generally part of the syllabus, such as sports or food. On several occasions reflections on Global Englishes start from examples of differences in pronunciation and vocabulary between varieties, such as British or American English, but also WE varieties, as for example Indian English. One group, for instance, introduced the guided use of an online dictionary (e.g., Word Reference) to help children experience words and pronunciation in different varieties. Interestingly, to introduce the concept of the plurality of Englishes, another group started from a brainstorming session on variability as to the Italian language, both in pronunciation and in vocabulary, across the country, with specific vocabulary examples (EB, AR, CT, 2018/19[2]).

Differences have also been examined from a cultural point of view, for instance focusing on sports: one activity starts from cricket in India, to then move to other sports the pupils are familiar with and the English words associated to them, with the aim to guide children “to appreciate not only the linguistic impact of English but also its cultural impact” (PM, MM, GT, FN, 2018/19). Other similar proposals refer to hobbies, games, school days and school clothes, favourite characters, and ways of celebrating birthdays in different parts of the world. Activities in this area are often to be carried out cooperatively in small groups, where the children develop different themes within a topic and then share their work with the class. For example, children look for different recipes to prepare fruit desserts, or other typical dishes around the world, and then prepare a presentation to be shared with the class. It is worth mentioning that the proposals in this thematic area very frequently mention the significance of taking into account experiences from pupils whose families have a non-Italian background, who may also speak a World Englishes (WE) variety at home, and of other languages that may well be present in our increasingly multilingual and multicultural classes. Starting from the pupils’ first-hand experiences in their everyday environment can certainly support reflection and awareness of the plurality of Global Englishes in a meaningful and motivating way, both from a linguistic and a cultural point of view. At the same time, awareness of plurilingualism is often fostered: in several cases the activities that have been developed also include an overt reflection phase on the areas in the world where English is spoken with different functions, and of the plurality of languages people grow up with and use to communicate.

[2] When relevant, participant’s names have been indicated with their initials to be anonymised, and the Academic Year the activity refers to indicated.

As to English as a lingua franca, besides fostering awareness of its widespread use as a contact language, the activities developed by trainee teachers often involve reflections on the children's experiences in using ELF: one group, for example, asked pupils to think about their trips or holidays abroad and of the language that was used by themselves and their parents to communicate (EB, CT, 2018/19). Another group, after proposing to watch videos with children using different varieties of English, guided pupils to reflect on what English represents for them, then engaging the class in an activity on ways of saying 'hello' in different languages (MC, MM, 2019/20); a reflection step on what English means to the children, including the drawing of "an event in which it was essential for them or their parents to know English" is mentioned by another group, too (LPB, GS, 2019/20). Always starting from the children's direct experience, another group's proposal begins with a brainstorming activity on English-speaking singers the class is familiar with, then focusing on some of their songs especially in terms of pronunciation differences (RC, FP, 2019/20). In other proposals role-plays in ELF-like situations have been devised: one group, for instance, after a reflection step with the children on how they could communicate with a Chinese classmate who had just arrived in class and who cannot speak Italian, asks the pupils to work in pairs to think of examples to give directions to foreign tourists at the local train station (RL, ED, 2018/19).

Activities involving prospective international school partnerships are mentioned in the greatest majority of the proposals, highlighting the importance of engaging pupils in real communication exchanges with peers from other countries, often reflecting on the reasons why English can be used as the common means of communication in such contexts. As mentioned above, specific educational actions on the eTwinning European programme are integral part of the English Syllabus in the first and second year of the *Scienze della Formazione Primaria* degree, within the European Initial Teacher Education (ITE) project measures coordinated in Italy by eTwinning Indire (see e.g. https://etwinning.indire.it/supporto-e-formazione/formazione-online/materiali-ite/). This aims at providing trainee teachers with the necessary tools to communicate and work within a European dimension, which seems to have been appreciated and integrated in most of the proposals that have been developed both in the Fourth and in the Fifth year. One activity, for example, focuses on an exchange with a Russian class, which leads to reflecting on the need to use English as the common code for communication with people who do not share the same linguaculture. Projects with other classes in Europe often include the intercultural dimension, too, both in topics to be dealt with (such as personal/class introduction, the school environment, festivities, food) and in the development of intercultural awareness, as will be discussed in the next section

3.1.3 Intercultural awareness

The third thematic area where activities that were created by the student teachers can be grouped in is that of fostering intercultural awareness. Several proposals develop "cultural" themes from an intercultural point of view, often around food-related themes – possibly because this topic is generally included in the primary school syllabus and in ELT coursebooks. The proposed activities relate to ways of having breakfast, or to typical dishes and recipes in different parts of the world, also in connection to potential international school exchanges, and/or involving different traditions of children in the class/school. These activities frequently start from the Anglophone-related materials presented in coursebooks, to then move to an intercultural perspective, taking into account the pupils' environment and first-hand experiences; family members with an intercultural background are at times involved as 'cultural informants' in the final activity, for example providing recipes or cooking and sharing traditional dishes, or attending the presentations the children have prepared. Importantly, the area of food and traditional recipes is also seen as a way to reflect on one's own culture

and on the ways language is often closely connected to the specificity of a context. At the same time, they are seen as an opportunity to open up to other cultures: the proposal developed by one group of trainees, for example, asks children to carry out an activity with the help of online dictionaries to reflect on how names of food and dishes cannot easily be translated into other languages, and are often expressed in the 'original' language, as for instance *pizza*, *spaghetti* or *pasta*. In another lesson plan, after reflecting on places where English is spoken as a first or second language, a conversation about our 'intercultural world' is carried out, asking the pupils "if they have ever seen an Indian or Thai restaurant in their cities", then pointing to similarities for food in other multicultural societies, such as Britain (FG, GO, 2015/16). Other groups propose to look at different ways of having breakfast or lunch, starting from the UK – including for instance regional differences such as haggis in Scotland and porridge in Britain – to move to Italy and other cultures the children are familiar with, comprising the ones deriving from an international school partnership project; in this case the final product would be a book of intercultural recipes. Activities on food have also been examined from a CLIL point of view, for instance by looking at the food pyramid and a balanced diet as part of a lesson plan on World Food Day, or within a storytelling framework, for example starting from a picture book such as *The very Hungry Caterpillar* (Carle, 1969) to work on food-related topics.

Festivities as celebrated both in Anglophone countries and around the world are also frequently included in the proposals. First looking at the ways in which festivals are presented in coursebooks, expansions from a broader intercultural perspective are set forward on different topics, often starting from the children's experiences. Several trainees, for instance, proposed Halloween as a starting point, and one group connected it to the way in which the *Dias de los Muertos* is celebrated in Mexico through information gathered from an international school partnership project, including food, costumes and history of the celebration (GS, EA, MB, 2019/20); other groups included videos about Halloween celebrations in Britain and the USA. Other proposals focused on the ways in which Carnival is celebrated in different areas in the world as to music, food, costumes, asking the children to describe typical Italian carnival characters such as *Arlecchino* and *Pulcinella*, too. Other topics that were developed include traditional dancing in different cultures, school routines, and festivals connected to lights such as Easter or Diwali.

Proposals focusing on how Christmas, the New Year, Easter and Mother's Day are celebrated in different parts of the world have also frequently been dealt with in the activities devised by the trainee teachers, pointing out that these festivities are close to the children's experiences and can hence be particularly motivating and engaging. A more general perspective is at times set forward, as in the proposal to examine the four seasons in a CLIL-related way, observing natural phenomena in the environment, and looking at celebrations connected to Spring in different cultures, from Stonehenge in Britain to Hamami and cherry trees in Japan (BC, GK, GL, 2018/19), or at typical home-made seasonal dishes to prepare for an intercultural festival on one of the four seasons.

Reflection on similarities and differences that accompany these activities generally involve fostering awareness of the pupils' own cultures, too, both in connection to the environment and to the children's experiences, within an intercultural awareness perspective that is integral part of foreign language education, as well as one of the tenets of an ELF-aware teaching approach. One activity related to celebrations for Mother's Day, for instance, starts from a brainstorming session on Mother's Day in the pupils' life, to then move to British traditions and to the development of a project-work on celebrations around the world, which

are then shared on a class poster (FB, GF, SP, 2018/19). Another proposal on this topic starts with asking the children if they know the name of this festivity in other languages; the class then works in groups on traditions for Mother's Day in the five continents, and prepares a presentation to be shared with the class, finally reflecting on common elements and differences (EM, BP, 2018/19), not least from a linguistic point of view, hence promoting intercultural and plurilingual awareness.

4. Discussion and concluding remarks

As the examples illustrated in the previous section show, the inclusion in the pre-service Teacher Education English Language and Didactics Fourth-year course of a specific Module related to GE and ELF, with an extension on plurilingual and intercultural awareness in the Fifth Year seems to have had a positive impact on raising awareness of the need to include a GE- and ELF-aware perspective in teaching practices since primary school.

The Module in the Fourth Year introduced the student teachers to Global Englishes and ELF, asking them also to reflect on their own experiences of communication in English; the aim has been to foster awareness of the sociolinguistic plurality of this language and of its role of lingua franca of communication in their everyday life, and hence of the importance of taking a GE- and ELF-aware perspective in teaching English also in primary school. The Module in the Fifth year further expanded this view, connecting it more closely to intercultural awareness and to plurilingualism, which are integral part of an ELF-aware perspective in teaching.

The activities that were developed, as we have seen, show how these trainee teachers were able to connect the theoretical framework and their reflections to their (future) professional educational contexts. They developed activities in different areas, from the presence of English in the pupils' environment, to Global Englishes and ELF, with particular attention to an intercultural perspective, showing awareness of the relevance of taking a GE- and ELF-aware viewpoint in teaching English to young learners. Significatively, most proposals pay attention to the children's environment and first-hand experiences, also of Englishes and ELF, and include reflection steps both in linguistic and in intercultural terms. Another compelling element is to be seen in the internationally-oriented view that is clearly all throughout in the activities that were devised, where international school partnerships - and eTwinning in particular – are seen as realistic and authenticated spaces for communication in English with peers of other linguacultures (see, e.g,. Vettorel, 2013, 2017a).

It would naturally be interesting to see whether such awareness will also continue in these prospective teachers' professional life: future research perspectives could, for instance, include a follow-up phase to see whether these proposals are actually enacted in their teaching practices, as well as their impact on the participants or other stakeholders included. This could be done, for example, through Action Research projects to be developed in collaboration with these and other teachers (e.g., Vettorel 2014), possibly including reflections also on teachers' and pupils' 'stereotypical' perceptions before and after the GE and ELF-oriented activities. The hope is of course that incorporating GE- and ELF-awareness in Teacher Education since primary school pre-service courses can help new generations of teachers to move in this direction, not seeing ELF-aware language education as destabilising but as an opportunity to reflect on their teaching practices (Kohn, 2015, 2016; Sifakis, 2019; Sifakis et al., 2018; Vettorel, 2017b) in ways that can actually prepare learners to become effective users of English.

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EFL teachers' journey from ELF-aware perceptions to ELF-aware teaching

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EFL classrooms have traditionally promoted a native-speaker perspective associated with standard British and/or American English, along with these nationalistic views of culture. This viewpoint has been perpetuated by (inter)national textbook publishers, often limiting learners' exposure to other varieties and cultures where English is used to communicate across different scenarios. Although EFL teachers widely recognize the use of ELF in many domains, the difficulty remains in how to implement ELF-aware lessons in their contexts. Consequently, Continuous Professional Development (CPD) courses can play a key role in promoting greater awareness of ELF and how ELF awareness may be implemented to equip learners for real-life communication. This article focuses on the initial modules of the CPD course developed by the ENRICH Erasmus+ project, and explores ELF, identity and use, ownership, Standard vs. Non-standard English, intercultural communication, among other relevant concepts. Subsequently, some practical examples of ELF-aware tasks are presented. Ranging across different educational levels, these samples illustrate ELF-aware tasks where issues of linguistic and cultural diversity are promoted. Additionally, this article examines Portuguese teachers' feedback from the CPD course, with the purpose of gauging their overall understanding of ELF and ELF-awareness in ELT.

Key words: ELF(-awareness); EFL teachers; CPD course; ELF-aware activities

1. Introduction

In today's knowledge-based society, teachers are expected to provide learners with a diverse set of skills necessary for adapting to a rapidly changing globalized world. However, while high-quality initial teacher education is important, it alone cannot equip teachers with the knowledge and skills they need. In order to prepare teachers for their evolving roles, it is crucial to provide initial teacher education as well as establish a cohesive system of ongoing Professional Development (PD).

Teachers must constantly acquire and develop new information and competences throughout their careers. Therefore, it is essential to view professional development as a lifelong process

and provide appropriate resources to support it. Moreover, to ensure that students achieve positive results, it is essential for educational policymakers and school administrators to promote Continuous Professional Development (CPD) for teachers, thus enabling them to effectively adapt to changes in the curricula and enhance the standard of education.

According to the TALIS report (Hendriks et al., 2010, p. 19), professional development implies the collection of structured actions that teachers take to get ready for their jobs, such as initial training, induction programs, in-service training, and ongoing professional development in classroom environments. More specifically, Guskey (2000, p. 16) defines CPD as "those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might in turn improve the learning of students". In the same way, Villegas-Reimers (2002, p. 19) suggests that the process of professional growth significantly improves students' learning, teachers' attitudes and behaviors, and the execution of educational changes.

The professional development of teachers' skills and knowledge is a continuous journey that commences during their initial training phase, be it pre-service or in-service, and persists throughout their careers. In consequence, several recent studies on CPD have aimed at investigating teachers' needs, as well as analyzing CPD policies, activities and some of the challenges posed in diverse international contexts (Abakah et al., 2022; Ozer and Popp, 2022; Srinivasacharlu, 2019; Tyagi and Misra, 2021).

1.1. CPD courses for English as a Foreign Language teachers

The English Language Teaching (ELT) community has been driven to introduce significant changes in the programs, policies, teaching methods, materials for teaching and teacher professional development, in response to the linguistic and cultural perspectives that have arisen due to globalization (Kumaravadivelu, 2012). Sadeghi and Richards (2021, p. 2) reinforced the role of PD in ELT to prepare teachers for changes in the nature of language and language learning, the roles of learners and teachers, "how teaching is understood and theorised and the knowledge and skills that teachers need in order to function as effective English language teachers in today's world".

Moreover, the advancement of students in an English as a Foreign Language (EFL) classroom is greatly dependent on the professional growth of their teachers. The swift changes in the educational systems require teachers to continuously learn and improve, which can only be achieved through CPD. In other words, while important across various domains, CPD is deemed a crucial aspect for facilitating professional growth specifically in the field of English language teaching (Vadivel et al., 2021). Recent research on the professional development of English language teachers have mainly focused on: a) the impact and effectiveness of PD programs (Al Balushi, 2021; Chaves and Guapacha, 2016; Qindah, 2019); b) teachers' views and motivations towards PD programs (Al Asmari, 2016; Başar et al., 2020; Derakhshan et al., 2020; Sadeghi and Richards, 2021; Vadivel et al., 2021) and c) teachers' needs (Anderson, 2018; Buendía and Macías, 2019; Rouf and Mohamed, 2017).

Considering the role of English as a lingua franca (ELF), the global importance of English language teaching cannot be denied, and as such, EFL teachers must remain up to date with the advancements in their field on an ongoing basis. The following definition of ELF provided by Mauranen (2018) suggests that:

> The significance of ELF transcends the contact of any particular individual or group with English. ELF is not just a contact language where English is a domestic language or otherwise especially salient in a given community, but a non-local lingua franca, the means of communicating between people from anywhere in the world. Neither is its global weight restricted to elite usages in politics, international business or academia, but it is also employed by tourists, migrant workers, asylum seekers and just anyone in their daily lives over digital media. (p. 7)

This comprehensive view of ELF implies the urgency of a critical reflection which will enable EFL teachers to evaluate and re-evaluate their teaching methodologies and adapt them to align with contemporary teaching standards (Vadivel et al., 2021) thus avoiding stereotypical perceptions that may occur in their traditional teaching practices. More specifically, CPD courses can have a significant impact in increasing understanding of what ELF is and how it can be applied in educational settings, thereby enhancing learners' communicative skills for real-life situations.

In these circumstances, this article is centered around some of the initial modules of the ENRICH Project's CPD course, which aimed to develop EFL teachers' knowledge of various concepts such as ELF, identity and use, ownership, Standard vs. Non-standard English, mutual intelligibility, communication strategies, and intercultural communication. The article delves into the journey of the participant Portuguese EFL teachers throughout the course, from theory to practice, and provides practical examples of ELF-aware tasks they designed and implemented in their teaching contexts. These samples, which cover different educational levels, demonstrate how teachers were able to create lessons that promote linguistic and cultural diversity and better prepare learners for real-life communication outside the classroom. Finally, the chapter evaluates the teachers' feedback on their understanding of ELF and ELF awareness in ELT at the end of the CPD course.

1.2. The ENRICH CPD course: general description

Given the pressing demand to support educators in tackling linguistic diversity in European classrooms, the role of CPD in enabling educators to incorporate international communication languages in multilingual schoolrooms is critical. This is especially important for helping learners, including learners with a history of migration, to develop skills that are vital for employment and social integration in our increasingly globalized and competitive world. In consequence, the 'English as a Lingua Franca Practices for Inclusive Multilingual Classrooms' (ENRICH) Project (2018-1-EL01-KA201-047894) focuses on promoting teacher competences necessary to deal with and foster diversity in the current European multilingual schoolrooms (Sifakis and Kordia, 2021).

The ENRICH Project seeks to promote the concept of "ELF awareness", as defined in recent literature (Sifakis, 2019; Sifakis and Bayyurt, 2018). This concept is rooted in the understanding of English as a "multi-lingua franca" (Jenkins, 2015, p. 73), and involves incorporating insights from research on ELF into all aspects of language teaching and learning, including creating syllabuses and lesson plans, creating teaching resources, evaluating language competency, and training educators in ELF-aware pedagogy.

The ENRICH Project is a collaboration among researchers from Greece, Italy, Norway, Portugal, and Turkey, who have expertise in teacher education, online education, and ELF. They have created an innovative online CPD course (http://enrichproject.eu/the-cpd-course)

that is free-of-charge and designed to enable teachers to modify their teaching practices to account for the role of ELF in today's multilingual contexts. Specifically, the ENRICH CPD course is the result of a comprehensive, cross-country investigation into the needs of teachers and learners in multilingual classrooms at various levels, and it combines tasks utilising ICT and in-person instruction using a blended learning model, competency- and mentorship-based activities that promote critical thinking and practical learning, tasks that foster networking-based cooperative professional inquiry and learning among peers, as well as connections to Induction and Initial Teacher Education that are content-specific (Sifakis and Kordia, 2021, p. 23).

The ENRICH CPD's reach extends to various audiences at different levels, both past and future. Its impact is expected to be significant for: a) English language teachers who have taken part in the CPD course thus far and those who will participate in the future; b) learners, including those from migrant backgrounds like refugees, whose teachers have completed the CPD Course; and c) English language teachers, teacher educators, decision- and policy-makers, and researchers working in the fields related to the ENRICH Project's focus (Bayyurt et al., 2021).

The ENRICH CPD initiative was completed over a 40-month period, during which a needs analysis research study was conducted to determine: "a) the professional development needs of in-service ELTs with respect to multilingualism, ELF and teaching young and adolescent learners in multilingual classrooms, including migrants, and b) the needs and wants of these learners, as regards learning and using English" (Sifakis and Kordia, 2021, p. 16). Taking into account the results of the needs analysis and a thorough review of pertinent literature, the CPD course was created, tested, and launched in the partner countries.

The course, which was provisionally available on a specially designed MOODLE platform, comprises 30 distinct online sections that can be navigated in several manners to meet the unique objectives and needs of diverse contexts. Beginning with an 'Introduction' and followed by 26 interconnected sections, these sections are categorized into 'Using English', 'Teaching English', and 'Learning English'. Each segment features a video lecture specifically prepared for the course, covering an ELF-related topic, as well as a variety of activities and other resources in different modes. Finally, participants design, teach, and evaluate lesson plans for their classrooms as part of the section 'Final Assignment'. The CPD course also includes a section with links to helpful online videos and a section dedicated to evaluating the entire course. The ENRICH Project implemented the course from February to June 2020, with 249 teachers from 18 countries participating.

2. The ENRICH CPD course: Insights from ELF-related modules

This section briefly identifies the main content of three modules in the 'Using English' category (ELF, Defining ELF and Key issues in using ELF) which aim at introducing relevant ELF-related concepts to the participants of the CPD course.

2.1. ELF

In this part of the ENRICH CPD course (Guerra, Cavalheiro and Pereira, 2021), different models of the World Englishes as well as International English concepts are presented, along with the global and lingua franca roles of English. The discussion includes Kachru's three-circle model of Englishes (1985), which explains the spread, acquirement, and fields of English use in various countries worldwide. The section explores the historical and social events that led to

the widespread use of English in international relations and organizations, academia, commerce, advertisements, store names, show business, the Internet, travel abroad, and more. Additionally, Modiano's centripetal circles model (1999a) is introduced, describing the spread of English centered on the speaker's linguistic competence instead of on historical and geographical perspectives. Modiano's (1999b) EIL model, which identifies features shared by most varieties of English, is also discussed. The section distinguishes between ELF and EFL and highlights the key characteristics of each of the notions, like the learner/user's communicative intentions, the importance of Standard English, native speaker objective, language contact, and language transfer. Finally, the section defines ELF as a new phenomenon that helps understand the current role of English and briefly introduces the implications of considering ELF in a foreign language educational context.

2.2. Defining ELF

In this section (Pereira, Cavalheiro and Guerra, 2021), various definitions of ELF are examined, with a particular emphasis on how the concept has evolved over time. The discussion covers important aspects of ELF research, as well as the roles of native and non-native speakers of English and who uses ELF, where and why. The first definition discussed is provided by Firth (1996), who suggests that ELF is not only a language used for contact but also a language of choice for communication. This definition requires a detailed explanation of the term 'contact language,' which is subsequently provided. The second definition, proposed by House (1999), argues that ELF is used by individuals who do not have English as their mother tongue and introduces the concept of 'linguaculture,' emphasizing the importance of considering linguistic and cultural backgrounds when communicating in ELF. Jenkins' (2013) definition describes ELF as a language of contact and highlights its widespread use in contemporary times. Finally, Mauranen's (2018) definition characterizes ELF as a 'non-local lingua franca' that can be used by anyone, anywhere, and for any purpose, including virtual communication, a more inclusive definition as it emphasizes not only face-to-face communication but also the use of ELF in online contexts.

2.3. Key issues in using ELF

This section (Cavalheiro, Guerra and Pereira, 2021) identifies some fundamental characteristics of ELF. The first important aspect is the concept of identity, which is constantly changing depending on an individual's social, cultural, and political context. This is closely linked to the issue of ownership, particularly regarding the English language. According to Widdowson (1994), Standard English is now an international language and no longer solely owned by England or other Inner Circle countries. Non-standard English is also a concept related to Standard English, but it is important to note that deviations from Standard English norms do not necessarily affect intelligibility. In ELF interactions, conformity to standard language norms is not necessary for intelligibility. Another important aspect of ELF is the use of communicative strategies that promote situational, social, and cultural awareness and foster collaborative behavior. To achieve successful ELF communication, participants should use their varied linguistic background knowledge to attain common ground and a mutual repertoire. ELF users are therefore seen as multicompetent because they employ their varied linguistic backgrounds to use language in novel and creative ways. Lastly, ELF is intercultural in nature since there is no distinguishable native, English-speaking culture in most ELF interactions that participants may relate or belong to, given the fluid and dynamic nature of such interactions.

3. Some practical examples of ELF-aware tasks

At the end of the ENRICH CPD course (June 2020), participants had a final assignment where they were required to: 1) design an ELF-aware lesson plan, 2) teach that ELF-aware lesson plan, and 3) evaluate the ELF-aware lesson based on the principles discussed in the sections of the course. As previously mentioned, the CPD course was implemented right at the beginning of the COVID-19 pandemic, so participants had to rethink and readapt how they could implement ELF-aware lessons in their own contexts, as these were all taught virtually. Despite this situation, many interesting and thought-provoking assignments were submitted, however, in this particular case, only four practical examples of ELF-aware tasks are presented, based on the work developed by the Portuguese participants. The examples provided are therefore from EFL teachers in Portugal who had multilingual and multicultural classes, and who taught a range of levels, spanning from elementary to secondary students as well as students from higher education contexts.

Considering the development of ELF-aware lessons at an elementary level, one of the teachers had a class of 8–9-year-olds where there were students from diverse cultural backgrounds (e.g., Brazilian; Russian; Iraqi; Cape Verdean). Given the learners' age and level (A1 according to the CEFR), the aim of this lesson was to raise awareness of how English allows them to communicate worldwide and how it may be used to connect with different people and in diverse ways across various situations, helping them realize that English is used more and more as a lingua franca. To do so, learners read/watched the story "The monster on the hill", a story from Japan, available in their coursebooks. The story was used to explore how everyone is different and how good friends can come in all shapes, sizes, colors and languages, emphasizing how many of the times in intercultural/international contexts it is easier to make friends and communicate when you share a common language, which is often the case of English. This teacher also wanted to go beyond the general reading interpretation questions (e.g., Who are the characters? What are they doing?) and delve into other issues generally overlooked. One instance that was explored was the moral of the story - how appearances can be deceptive -, in this case, just because someone is big, not very good-looking or speaks another language (e.g., the monster on the hill), it does not mean they are not kind or friendly. Additionally, other types of questions were also put forth, such as metalinguistic and metacognitve ones. Regarding the former, the types of questions formulated were: Where are the characters of the story from? What language is spoken there? Which language(s) can be used to communicate if you travel to Japan? As for the latter, questions that were put forth include: Would you like to meet the monster on the hill? Why? Would you like to go to Japan? Can we be friends with people who are "different" from us? By exploring these issues with young learners, they were able to focus on other cultural realities (Japan) and how English may be used in a variety of circumstances with diverse speakers.

With regard to another EFL group in Portugal, this time of 11 to 12 year-olds with a multilingual background (e.g., Chinese, Russian, Spanish), the teacher took advantage of the class's multifariousness to explore not only students' use of English, but also their linguistic and cultural diversity, so as to contribute to a better sense of unity within the group, as many of the times there was a tendency to ignore or reject classmates who may be different. In this sense, students responded to a questionnaire on their use of English and had the opportunity to analyze their results. Some issues that were delved into included where and when they use English, what they deem is more important to consider when they speak English (e.g., accent, errors, getting the message across), examples of places where English words/expressions can

be found, or words/expression in English that they use. Based on the results obtained, a group discussion was promoted to further question them on these issues, which included, for instance: *Why is it important to learn English?*; *Are errors or mistakes important when you are using English? Why / Why not?*; *What do you think about the places where your classmates use English? Did their answers surprise you*? By doing so, they could critically reflect upon their English language use as well as encounter issues they had in common. Afterwards, for them to engage in authentic and meaningful interactions with their multilingual classmates, a Padlet assignment was given for them to work collaboratively in groups and publish posts related to, for instance, places they enjoyed visiting in their countries, dishes they liked eating/cooking, local myths or legends, places where English may be found and why, among other matters. This not only allowed them to post but also comment on (both written or orally) each other's contributions, hence fomenting ELF interactions at several levels as well as a stronger sense of community as they got to know each other better.

In another context with a group of 13 to 14 year-olds where, in addition to the Portuguese students, there were also Romanian, Spanish, Chinese, Venezuelan and Filipino students, the teacher designed a lesson centered on environmental issues from an intercultural perspective where students also came across different varieties of English as well as cross-cultural encounters. In a video discussing environmental problems and solutions, students listened to testimonies from three different contexts: Brazilian photographer Sebastião Salgado explored the issues in the Amazon Forest, Indian activist Arun Krishnamurthy talked about water pollution, and Australian teenager Ivy Moore highlighted the impact of bushfires. This video not only explored the issues at hand, but also exposed the students to different accents from native and non-native speakers. Overall, students reacted well to it and the discussion was fruitful. Unsurprisingly, the Indian speaker was the most difficult to understand, but they were curious about his country. They also easily related to the Australian adolescent since she lived in the countryside and had a deep connection with the land, which was very similar to their own context. It was curious how the Filipino student from the class also willingly shared some information from her home country, hence broadening the class's awareness to different environmental issues across several countries. Because of the group's previous knowledge of the environmental problems in their community, it was also easier for them to talk about them and engage in the speaking activity. A variety of metalinguistic and cultural questions were put forth, such as: a) *Which of the speakers was the most difficult to understand? Did you expect that? Why?* b) *Which was the easiest to understand? What makes you say that?* c) *Are they native speakers of English? Why do they use English here?* d) *What do they say or do that helps us identify where they come from?* e) *Were you familiar with these environmental issues? Do they happen in your own country too?* Bridging the topic with the local context, students were likewise asked to read an excerpt from a Portuguese newspaper about an environmental issue in their own town, so to identify the problem and afterwards exchange any information they may have about it as well propose possible solutions in small groups. Overall, this lesson allowed learners to encounter a wider range of Englishes than they are accustomed to, as well as reflect upon a common issue that affects our population worldwide. The opportunity for them to also share experiences from their various backgrounds as well as the local context, allowed for cross-cultural encounters while enhancing their awareness of ELF interactions.

At another level, one of the Portuguese participants taught an online course to staff at an international university in Africa where the aim was for them to develop their English oral skills for professional and personal reasons. Despite it being a small group (5-6), students

came from a multilingual background, namely of African languages, and were at a B2 level of English according to the CEFR. This group had an overall positive attitude towards using English; however, these professionals felt the need to improve in terms of accuracy and pronunciation, which essentially meant accommodating to native speaker models, something important to them and/or their professional environment. In view of this, to try and break away from these established conventions, the teacher dedicated this course to explicitly covering topics related to ELF, so as to help develop their ELF awareness. Furthermore, since students might have difficulties understanding the use and importance of applying a variety of communication strategies in their communicative interactions, the concept was introduced through a discussion, and students had the opportunity to analyze the use of such strategies in corpora and videos with authentic ELF interactions. Additionally, since some students might still want the class to focus on accuracy and have their use of English grammar, vocabulary and pronunciation corrected often, in this specific lesson, if this issue were to be raised, the teacher was prepared to talk to them about the aim of communication and point out that they would see examples of effective interactions where some grammatical mistakes do not impede the successfulness of communicative exchanges.

To set the scene for the lesson undertaken, the teacher had previously carried out a survey on issues related to ELF awareness, namely accents, mother tongue, native speakerism, errors, communication strategies, among other issues, which they had the opportunity to discuss in this lesson. Although there were some responses that displayed a certain awareness (e.g., “I feel confident using English in a way that is comprehensible to people who are not native speakers of English.”, “My main ambition is to make sense in English, to communicate well enough.”), there were others where students’ confidence and idealization of English was very far from an ELF-aware perspective (e.g., “I’m embarrassed about my ‘foreign’ accent when I speak English”, “I’m embarrassed that my intonation is coloured by my mother tongue [L1]”, “Not sounding like a native speaker makes me feel incompetent”). In light of this, the teacher brought a number of authentic written and oral texts, drawing from a variety of different contexts so as to expose students to different native and non-native English accents from around the world and prompt them to not only think about understanding and intelligibility, but also to work with extracts from a corpus to observe effective ELF interactions, notice the several elements and communication strategies used as well as accommodation skills and negotiation of meaning. Given their specific context, students also analyzed African Englishes and reflected on the characteristics of these and their own East African and Tanzanian English, aiming at improving their confidence in their own way of speaking English. Although it is difficult to overcome preconceived ideas that have been carried for a long time, in the end, participants were able to critically reflect upon their own English and feel more motivated, hence contributing to an overall greater self-confidence, essential for becoming effective users of the language.

Taking into account the examples provided by some of the Portuguese participants in the ENRICH CPD course, it becomes evident how an ELF-aware approach may be applied in a variety of different ways across a wide range of educational levels, varying from primary education to staff at a university level. In essence, what all have in common was the effort to raise students’ ELF awareness, sometimes more directly, other times more indirectly, so that they may become not only more confident and effective users of the language, but also develop a greater appreciation for the linguistic and cultural diversity associated with the use of the language.

4. Feedback on EFL teachers' journey from ELF-aware perceptions to ELF-aware teaching

Upon successful completion of the program, every participant was invited to reflect on the CPD course, and the knowledge gained throughout it, namely the extent to which the course may have contributed to their professional development, as well as to the development of their learners. However, for the sake of this study, only the results regarding the 23 Portuguese teachers will be considered. Participants accessed an online evaluation questionnaire (Kordia, 2021) and were asked to either rate several statements about their views on the basis of a 5-point Likert scale or to share comments that briefly supported their choices. This quantitative and qualitative data was then collected and analyzed to gauge these teachers' satisfaction levels.

To begin with, only one participant (4.3%) claimed to have ever attended another course or seminar focusing on the topics of the ENRICH course, which markedly underscores the relevance of this specific CPD course as it would then enable the remaining 21 (95.6%) teachers to acquire and develop new information and competences.

A particular section of this questionnaire set out to understand how participants would evaluate the effectiveness of the course in terms of their professional development when asked if the CPD course had lived up to their expectations (e.g., regarding content, mentors' help, etc.), 91.3% (N=21) of the respondents agreed/strongly agreed. This indicator illustrates an overall satisfaction regarding the activities carried out throughout the program. Moreover, participants were in complete agreement that the course had contributed to their growth as a teacher (e.g., encouraging students to communicate more) as they all agreed/strongly agreed with this claim. Similarly, participants unanimously agreed/strongly agreed that the course allowed them to learn more about several matters (e.g., ELF, linguistic diversity, among others). The CPD course played an effective part in facilitating professional growth seeing as all participants agreed/strongly agreed that it had helped them improve their teaching skills (e.g., incorporating ELF in multilingual teaching contexts). The ability to engage in reflective and independent thinking was one of the concerns of the course, so the fact that all respondents agreed/strongly agreed the activities they developed throughout the program had helped them consider and increase their critical thinking skills (e.g., concerning EFL teaching courseware) is a reasonably anticipated result. An additional benefit participants profited from was a boost in confidence as the vast majority either agreed or strongly agreed that the ENRICH CPD course had helped them become increasingly self-confident as educators (e.g., considering learners' needs or leading to make changes in ELT) and only one teacher held a neutral position, neither agreeing nor disagreeing with this view. Interestingly, and on the strength of these results, it is evident that this process of professional development had a positive influence on teachers' attitudes and skills, potentially enhancing the knowledge and learning of their learners.

As mentioned earlier, this professional development course was composed of numerous and diverse ELF-related topics in conjunction with specific activities and resources. Despite the wide selection, 22 teachers agreed/strongly agreed that the content of the activities was useful whereas only one teacher disagreed on this question. A distinctive particularity of the activities was that participants were encouraged to share their thoughts with other teachers and mentors, both national and international. The fact that they could explore this collaborative feature enabled them to make use of ELF in a real-life context as participants

ranging from several different non-English speaking countries would involve themselves in constructive interactions. These optional interactions would take place over the Moodle platform in a specially designed forum and while some participants found it engaging, others felt that sharing their reflections with peers was a challenging task. When asked if they had found the interactions with the rest of the participants of the course at the forum and/or at meetings useful (e.g., in terms of sharing views and insights), there were, understandably, perceptible differences of opinion. 47.8% (N=11) of the teachers stated it had been useful, supported by 26% (N=6) who strongly agreed. One participant (4.3%) disagreed with this idea whereas 21.7% (N=5) neither agreed nor disagreed, possibly because they did not make use of this tool.

A further section of the CPD evaluation questionnaire focused on the impact the course had had on learners' development and as a result, teachers were encouraged to give evidence on these pivotal agents in the teaching-learning process. However, given that most of the work teachers initially intended to carry out with learners in a classroom transitioned to an unfamiliar online environment, the responses collected from the questionnaire were lacking. For instance, when asked if their participation in the course had led to the progress of their students'' language skills (e.g., their speaking and listening skills as ELF users), 65.2% (N=15) of these teachers agreed or strongly agreed, but 34.7% (N=8) neither agreed nor disagreed. This midpoint in satisfaction shows respondents found it difficult to provide an accurate answer possibly because they were unable to carry out the lesson plan specifically designed for this course. In a similar vein, 30.4% (N=7) participants neither agreed nor disagreed when enquired whether their involvement in the course had aided in the growth of their students' abilities to build successful communication in multilingual contexts (e.g., their intercultural awareness), even though 69.5% (N=16) stated that this outcome had in fact been successfully achieved. The assessment of this competency indeed focuses on a more practical nature of the classroom activities which explains why one-third of the teachers hold a neutral position.

By contrast, the question that followed revolves around a more tangible concept seeing it did not forcefully require social interaction: did the teachers' involvement in the programme help their students better comprehend who they are as users of English (e.g., as users of a language which they feel also 'belongs' to them)? The answers are encouraging, as 78.2% (N=18) of the participating teachers agreed/strongly agreed with this idea. Understandably, the remaining 21.7% (N=5) neither agree nor disagree with this proposal. Finally, did teachers' involvement in the course help students better grasp an understanding of themselves as learners of English (e.g., by actively engaging in the educational process)? The majority agreed/strongly agreed (69.5%, N=16) whereas an undecided 30.4% (N=7) neither agreed nor disagreed. In light of the results obtained from these close-ended questions, it is overall fair to state that teachers were confident they had accomplished what was possible in best preparing their learners for real use outside the classroom.

In addition to the quantitative data obtained from the evaluation questionnaire, Portuguese participants shared critical and comprehensive insights into their CPD experience by means of responses to open-ended questions. One such insight concerned providing a description of the impact of the course on learners, and besides the foreseeable disappointment due to COVID-19 restrictions, several observations deserve a mention. Two participants, for instance, identified immediate effects that benefited both learners and teachers:

> *It diminished their anxieties as NNS as well as my own.* (Participant 13)

> *My students are more aware that it is acceptable to be a non-native speaker of the language and not have the standard English accent/pronunciation. They feel more comfortable in making mistakes and recognise that intelligibility is more relevant when communicating.* (Participant 22)

This unequivocal sense of liberation is a recurring observation shared by the Portuguese CPD participants as they understand that the ELF ideology encourages the multiplicity of Englishes and downplays the importance of native-speaker standards in ELF communication (Sung, 2023). As an example, when asked to briefly describe any aspects of the course that they had found most helpful (e.g., a specific section, a specific activity, an issue they had found most intriguing, a particular exchange at the forum, etc.), teachers reiterate this awareness.

> *Translanguaging was a very interesting approach, as well as the non-native speaker pronunciation being as valuable as a British one, for example.* (Participant 4)

> *I don't feel the pressure on my shoulders to insist on teaching British or American pronunciation in English anymore.* (Participant 7)

The same item in the evaluation questionnaire made it possible to understand that participants' ELF-aware perceptions had materialized into their now ELF-aware teaching. The comments below acknowledge that achieving mutual intelligibility is a key component in ELF interactions, and that understanding is achieved by means of diverse strategies which were conveniently addressed in the CPD course. These acquirements enabled teachers to gradually adapt the curricula and enhance the standard of education.

> *This course has changed my view concerning the language teaching. As a result, I am much more aware of my ELF intentions. Raising and developing my students' cultural awareness of the different languages spoken in the world, using the English language in this consciousness, is definitely one of my future goals in the near future. I want my students to use strategies not used before, such as translanguaging; using their mother tongue if needed to help them understand and clarify meanings in context. I want them to take risks, using the language to communicate, in spite of making pronunciation or grammar mistakes, after all mistakes are part of the learning process. The focus is to communicate using clues to be understood or asking for clarification when they do not understand.* (Participant 3)

> *This course helped the school where I am currently teaching validating what we have been defending for some years now since the international studies became part of our school: the most important in language interactions is that others understand messages, regardless the mistakes or accents.* (Participant 10)

> *Also, the concern with the learners' needs and realities in 3.1.2 brought to my attention the fact that most coursebooks are outdated and are not fun, so I have since tried to adapt what's on the book to a TedTalk or a YouTube video, so that students are more willingly engaged.* (Participant 12)

> *As English teachers, if we explore the reality of English in the contexts we teach and in the experiences our learners have, where they are asked to carry out 'authentic' tasks, the outcome will be more accurate and the learning more effective for students. When they are transformed from the real world to the classroom, tasks become pedagogical in nature because the use of a variety of different tasks in language teaching makes language teaching more communicative. Learners doing tasks don't just speak to practise a new structure e.g. doing a drill or practising a dialogue or asking and answering questions using 'new' language items studied; learners doing tasks (i.e. focusing on meanings) will use the English they can recall to express the things that they really want to say or write in the process of achieving the task goal is a more inclusive approach.* (Participant 15)

The development of teachers' skills and knowledge was successfully accomplished throughout the duration of the course, as respondents' feedback leads us to believe, on account of the wide-ranging topics and activities covered, which ultimately facilitated professional growth in the field of ELT.

> *I found the following sections very helpful for my teaching practice: 2.2.2. Large and small cultures in TBL and 2.4 Language Assessment.* (Participant 01)

> *Employing TBL, CLIL and ICT in an ELF approach were the sections I found most helpful. They show practical examples.* (Participant 02)

> *As a PhD student I found the bibliographical references very useful, and the way they were used and explained in the beginning of the sections. The sections on the conceptualisation of ELF were of particular interest to me, as well as those on ELF aware teaching and Translanguaging. As a teacher, I was particularly interested in the ways ELF perspectives are integrated when teaching skills, and employing the approaches and methods such as TBL, ICT and corpora. However, the course content was all useful and felt like reviewing all my teaching knowledge and practice in light of the current and modern ELT approaches, with the focus of adding the new ELF perspectives and how to integrate ELF awareness in the teaching and learning process.* (Participant 17)

5. Conclusion

The world around us is changing faster than ever before as technological, environmental, and demographic shifts redefine the global order. Much of the contemporary education system is designed for a world that no longer exists and as a result schools are becoming increasingly more challenging environments for teachers. Therefore, CPD is more critical now than ever seeing that without acquiring and developing new information and competences, teachers are more likely to lag behind their peers and display shortfalls in knowledge.

EFL teachers, in particular, are faced with ever-growing multilingual and multicultural classrooms, and adequate teacher training is required so they may fully embrace this linguistic diversity. The use of ELF is fundamental in helping to effectively establish communication in such contexts, so CPD guarantees that educators stay up to date with the benchmarks of other professionals in the field. Essentially, it maintains their knowledge and competence current

so teachers can provide up to standard instruction and have a positive influence on student progress.

This study highlights a set of constructive modules included in the ENRICH CPD course, an online tool specifically designed to empower teachers and encourage them to adapt their teaching practices in light of the role of ELF in today's multilingual environments. A number of creative ELF-aware lessons are provided as an example of how teachers successfully applied their perceptions of ELF, which consequently demonstrates the importance of CPD in helping professionals acquire or renew their competencies. These lessons objectively promote learners' autonomy and allow teachers to go beyond traditional ELT standards and normative prescriptions, while simultaneously becoming more confident and effective users of the language. This evidence is validated by the teachers' feedback obtained from a course evaluation questionnaire. The main findings indicate that the ELF construct was unfamiliar to the majority and that the course strongly contributed to their professional growth by expanding their knowledge and challenging their attitudes and beliefs towards the English language. Teachers also revealed that the learnings provided by this CPD course helped to relieve teacher and student anxiety while fostering a deeper appreciation for cultural and linguistic differences.

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Language education in plurilingual contexts: Challenges and perspectives within an ELF-aware approach

Lucilla Lopriore

The rise of ELF in an increasingly multilingual society presents a great array of challenges as regards teachers' stereotypical perspectives, generating the need to revisit teacher education both for English language teaching (ELT) and Content and Language Integrated Learning (CLIL). Multilingual classrooms require that teachers update their understanding of language in use, of the new status of English, of material development, of authenticity, and of the use of ICT and of mediation strategies. Adopting these aspects in teacher education can indeed bring about significant change in the language classroom, where the contributions of non-native teachers, as well as of their learners, may offer novel pedagogical insights. The study described in this article is partly based upon the ENRICH CPD course and two methodological courses for CLIL subject teachers using English in their classrooms, which aimed primarily at developing teachers' awareness of the role of English in communication and their multilingual classrooms. The study investigated their responses to the approach adopted and to ELF through questionnaires, lesson plans and comments in discussions among the course participants.

Key words: ELF awareness, language education, plurilingualism, reflection, mediation

1. Introduction

The growing social fragmentation as a result of global mobility, migration processes and the constant spread of new technologies and social digital networks has led to the emergence of unique sociolinguistic contexts, in which the distinctive traditional borders and functions of languages get increasingly transformed and blurred. Languages such as Spanish, Mandarin and Arabic are gradually developing as world languages, while, above all, the sociolinguistic landscape of English has become particularly intricate and contentious compared to other languages. This complexity largely stems from the widespread global use of the language that has rendered it as the most popular means of international communication and on the web, as well as on the ongoing nativization process of non-native English varieties across different regions of the world. English is so widely used now, that it has been compared to a chameleon, as it adopts "the linguistic and sociocultural colour of its environment" (Knapp, 2015, p. 176).

Demographic projections indicate that the global population is expected to reach 10 billion by the close of this century and the majority of this growth is concentrated in developing areas characterized by younger populations, where there is a trend of introducing English education at progressively earlier stages in schools. English has extended its influence across all these areas alongside local languages, without posing a threat to their existence. Instead, it has the "advantage of being ethnically neutral" (Knapp, 2015, p. 174). As Graddol (2006) emphasized while discussing the status of English, globalisation and the internationalisation of English emerged together in a nuanced and mutually reinforcing process, as "economic globalisation encouraged the spread of English but the spread of English also encouraged globalisation" (Graddol, 2006, p. 9).

On this basis, the worldwide spread of English has profoundly influenced the societal dynamics as well as the educational practices of various countries where English is neither the primary nor a secondary language. This has significantly altered modes of communication in English and reshaped cultural conventions, as English itself was undergoing significant modifications due to its contact with local lingua-cultures. Over the last few decades, English has played a pivotal role in the dissemination of cultural elements and knowledge, being appropriated by its diverse groups of users in multifaceted but equally impactful ways. It has evolved into a language used to articulate local practices within an ongoing interplay of globalisation and localisation. As Pennycook (2007) underlines:

> English is a translocal language, a language of fluidity and fixity that moves across, while becoming embedded in, the materiality of localities and social relations. English is bound up with transcultural flows, a language of imagined communities and refashioning identities. (p. 6)

In Europe, a growing flow of populations migrating from Africa, Southeast Asia, and Eastern European countries has generated emerging linguistic needs and created new scenarios in terms of language varieties. Countries and cities, once monolingual, are rapidly turning into multilingual and multicultural communities whose new inhabitants are often proficient speakers of English and they may often come from Outer Circle countries. The expansion of a diverse global and plurilingual society has raised inquiries about the role of English, both within Europe and in regions beyond Europe.

2. English as a lingua franca: Challenges for language education

What the discussion above implies is that English has experienced an intricate transformation process, where speakers increasingly encounter non-native usages marked by linguistic traits derived from their first languages (L1). It is within such evolving and versatile linguistic environments that research has delved into the function of English as a lingua franca (ELF), a "contact language between persons who share neither a common native tongue nor a common national culture, and for whom English is the chosen language of communication" (Firth, 1996). That said, while ELF communication may also include users who speak English as a first language, as is often the case, for example, at international conferences or business meetings around the world (Seidlhofer, 2004), the future of English will be shaped by the role that language plays in both inter- and intra-national encounters among those who use it as a second or a foreign language (Graddol, 2006). This is because, during their interactions, ELF multilingual users intersubjectively co-create the norms governing their communication (Cogo and Dewey, 2012), which, by extension, also takes place in Content and Language Integrated Learning (CLIL) or English Medium Instruction (EMI) classrooms by both teachers and learners (Lopriore, 2021).

Indeed, in the last decades, research in ELF has been highly dynamic, opening up new avenues for investigation and covering various aspects of the field. Most research studies around ELF, particularly those related to the linguistic levels of pragmatics, pronunciation, lexis and lexico-grammatical features, have focused on exploring naturally unfolding discourse within multilingual settings (Cogo and Dewey, 2012; Seidlhofer, 2003, 2004; Seidlhofer, Breiteneder and Pitzl, 2006). Contrary to initial expectations, interactions in ELF, namely among speakers from different linguacultural backgrounds, which are often deemed particularly challenging, have proven to be less problematic than anticipated (Lopriore, 2024). According to research, this is attributed to the collaborative efforts of the interactants, who employ various communicative and mediation strategies to make sure that their communication will be successful.

More specifically, research on ELF interactions in fields as varied as business meetings, Erasmus programs or EMI settings (Ehrenreich, 2010; Kalocsai, 2009; Pietikäinen, 2020) have brought attention to a wide range of significant aspects of communication, emphasizing their implications for language education, where such aspects have been largely overlooked. Among these areas emerging in ELF communication, there are those accommodation processes whereby interlocutors align to each other's patterns of speech to communicate content, without being concerned so much about adhering to native-speaker norms. Such accommodation processes in ELF involve the deployment of pragmatic strategies, including negotiation, repetition, rephrasing, and paraphrasing, which reflect the interlocutors' need to acknowledge differences in their discourse, adapt to each other's linguacultural practices, and address or avoid potential miscommunication (see, e.g., Cogo and House, 2018). Culture and identity are, in this regard, highly important in ELF, as English extends beyond local settings to national and global ones, including digital settings, as in chatting or blogging (Lopriore, 2024).

The above-mentioned findings suggest the need to embrace an ELF-aware perspective in language education, by fostering teachers' and leaners' deeper understanding of the social dimensions and the inherent diversity of English. For ELT teacher education programs, this necessarily entails moving beyond stereotypical conceptualisations referring to native/non-native distinctions, which, although being admittedly slow, is a process that is indeed moving forward, as increasingly more EMI and CLIL teachers familiarize themselves with current bottom-up theorising of language and communication (Lopriore, 2017, 2021, 2024). However, as McKay (2002, p. 1) clarifies, "the teaching and learning of an international language must be based on an entirely different set of assumptions than the teaching and learning of any other second or foreign language". And English is a global language not only because it is the language almost everybody uses in business at an international level, but it is also the first mostly studied language in the world commonly used by over 500 million people to access and to exchange information, as well as the official language of most academic contexts.

Indeed, English in Europe has become the most frequently used language in European institutions, even if its profile and role may vary from one country to another. For example, it has already emerged as a second language in most northern European countries, while, in southern Europe, the students' proficiency is still shifting between an intermediate and an advanced level. There have recently been research studies describing the development of a range of nativized Englishes in Europe, that is, varieties used by non-native Europeans, each one with its specific features, and of an emerging Euro-English where British English might have the status of a 'sub-variety' among French, Dutch or Flemish English (Cenoz and Jessner, 2000). Not surprisingly, this raises the question of whether European countries, with a focus

on fostering learners' plurilingual competence, have incorporated this shift into their school curricula (Lopriore, 2024). According to Jenkins (2007):

> [P]lanned innovations are only likely to be implemented effectively if the need for change is acknowledged by teachers themselves [...]. This is more likely to be the case if teachers have themselves been involved in some way in the research that leads to the curriculum development [...] because learning about English is so important for teachers, a particularly good way to explore their beliefs and assumptions is through language awareness activities. (pp. 248-249)

Almost all over the world, English has become the first foreign language offered in national school curricula at all school levels and at university. This specific status is a distinctive feature that raises issues related to its function and its array of varieties, but it also determines the choice of an appropriate teaching methodology and of that of the second or third foreign language to be offered in the education system. Language teacher educators, particularly those working with English language teachers, are thus facing the challenge of reconceptualizing its aims, its main components as well as its approach. (Bayyurt and Akcan, 2015; Lopriore, 2016; Matsuda, 2002; Sifakis, 2004, 2007, 2019, 2023).

The changes that have been occurring in teacher professional development programmes in contexts when learners require to achieve full proficiency in at least two foreign languages were thoroughly highlighted by Barbara Seidlhofer (1999). Teacher educators are themselves, according to Seidlhofer, inevitably required to revisit their beliefs and traditional habits in terms of the type of training needed to prepare second or foreign language teachers. Several research studies were developed by experts of the European Commission as well as by those working on devising language policies in the Council of Europe. As Seidlhofer (1999) argued:

> "In short, there is a sense of breaking the professional mould, with a broader conception of what it means to teach languages going hand in hand with a more comprehensive view of the languages to be taught. Thus monoculturalism seems to have been replaced by multiculturalism, monolingualism with multilingualism, and targets seem to be criterion-referenced rather than (native- speaker) norm-referenced". (p. 234)

The spread of English is so rapid and vast that labels traditionally used in English language programs, for example, English as a Foreign Language (EFL) or Second Language (ESL), are gradually giving way to definitions such as English as an Additional Language (EAL) as it is mostly the case in the UK, or as English as an International Language (EIL), more often used in the USA (Crystal, 2003; Graddol, 2006; Matsuda, 2012; McKay, 2002).

In most countries that are increasingly characterized by the emergence of a multilingual population where English is de facto a lingua franca, the most used language to communicate, scholars and educators had to revisit language curricula and teaching approaches. Specifically, both foreign language and subject teacher education had to be reconceptualized through a new construct. This could only be done by eliciting teachers to discuss their attitudes and beliefs about the current and future status of English and by exploring suitable approaches to elicit teachers' reflection and awareness of the changes occurring in most language exchanges. The emergence of ELF and of the function of non-native English teachers (NNESTs), require specific attention devoted to the shift in perspective in English language teaching as suggested by Jennifer Jenkins (2015) in her invitation to "reposition English and

multilingualism". The questions elicited by Jennifer Jenkins's invitation mainly concern a reflection upon the position of English within the language curriculum as well as of foreign language teaching approaches. But what would the necessary changes to elicit teachers' awareness of the new status and function of English be? Current literature from research, particularly on ELF (Cavalheiro et al.,2021; Sifakis, 2019; Sifakis et al. 2022) as well as recent English language teacher education courses, highlight the importance of involving teachers in exploring some language education components within a diverse perspective. For example, by revisiting the notion of authenticity as well as those processes underlying speaking and listening development in a second language, or the relevance of native standard models. In order to sustain teachers' repositioning about the language they teach, i.e. English, it is worth focusing teachers' attention upon spoken exchanges and eliciting teachers' noticing of the use of code-switching, of translanguaging or code-meshing. This may add a new perspective in language teacher education.

Research studies on English language coursebooks have proved that in all countries mostly focus on representations of standard English language as if only those standard forms represent current English language, failing "to acknowledge the increased use of English among non-native speakers of English" (Matsuda, 2012, p. 171). This type of choice derives from the idea that the guiding principle in ELT should be based upon a monolithic view of English. But would this approach adequately prepare learners for the dynamic variety and plurality they will meet as English users in the future?

There are thus significant implications for English language teachers as well as for content teachers who use English in their CLIL or EMI lessons. What is needed now is an appropriate design of the main components of English language curricula, coursebooks and classroom materials, as well as in devising appropriate language tasks. Both English teachers and CLIL teachers should be guided and encouraged to observe features of currently used English, and to notice language instantiations that deviate from the norm and the traditional features of English. This could be started using local authentic materials available in their own context, employing innovative teaching approaches and creating reflective tasks locally tailored and meaningful both for them and their students (Lopriore and Tsantila, 2022). Teacher education, whether for English language teachers or for CLIL or EMI teachers, is the context where current and new generations of teachers could be sensitized to English variations, as in the case of ELF, and to the current needs of emerging multilingual classrooms and to plurilingualism.

In the tradition of English language teaching, one of the main concerns has been predominantly represented by the need to replicate 'real-life' communication generally represented by the Inner Circle models. For several decades this approach has prevented teachers and coursebook authors from investigating and taking inspiration from how English is being used in reality. The main consequence of this type of approach was that only a partial and limiting exposure to the authenticity of a fully contextualized language in use was provided to teachers and their learners. It would thus be necessary to start revisiting traditional approaches and contents in language teacher education and sustain the introduction of language variations in the national language curricula as part of language planning. This way, the elicitation of teachers' as well as of learners' awareness of the relevance of noticing authentic uses of English in today's globalized world, would unveil the effectiveness of new forms of communication. Providing, for example, opportunities, to notice tasks of spoken interactions would ensure teachers' awareness of the use of English in multilingual and in migration contexts. Revisiting the use of English spoken language in real life contexts during teacher education courses, would thus enhance teachers' awareness of

the emerging pragmatic features of communication, of the new functions and of the new forms of meaning mediation and negotiation strategies being used by multilingual speakers of English.

Current classrooms - mostly composed by multilingual speakers - need to be offered programs based upon a renewed awareness of language, of language in use and of material development, associated with the use of authentic materials, of learners' multilingual repertoires exploitation, particularly through the use of ICT and of mediation strategies. It is within these scenarios, that the recently published *Common European Framework of Reference* (CEFR) *Companion Volume* (Council of Europe, 2020) highlighted the relevance of plurilingual and of pluricultural competence, as well as the overcoming of the native speaker model. Plurilingual competence, for the CEFR, involves the ability to "flexibly call upon an inter-related, uneven, plurilinguistic repertoire to:

- "switch from one language or dialect (or variety) to another;
- express oneself in one language (or dialect, or variety) and understand a person speaking another;
- call upon the knowledge of a number of languages (or dialects, or varieties) to make sense of a text;
- recognise words from a common international store in a new guise;
- mediate between individuals with no common language (or dialect, or variety), even with only a slight knowledge oneself;
- bring the whole of one's linguistic equipment into play, experimenting with alternative forms of expression." (Council of Europe, 2020, p. 28)

The Companion volume further highlighted the relevance of spoken interaction and of mediation, this last one a notion central in communication in multilingual contexts and quite close to what happens in ELF exchanges. What does mediation involve and what are the implications of learning to use mediation strategies, as presented in the Companion volume descriptors?

> The user/learner's ability to mediate does not only involve being linguistically competent in the relevant language or languages, it also entails using mediation strategies that are appropriate in relation to the conventions, conditions and constraints of the communicative context. Mediation strategies are the techniques employed to clarify meaning and facilitate understanding. As a mediator, the user/learner may need to shuttle between people, between texts, between types of discourse and between languages, depending on the mediation context (Council of Europe, 2020, p. 125).

The notions of mediation and of mediation strategies are thus central in the Communicative Language Competences descriptors of the Companion volume, where competences are reported under three main headings: Linguistic competence, Pragmatic competence and Sociolinguistic competence. These parameters of description are always intertwined in any language use; they are not separate 'components' and cannot be isolated from each other (Council of Europe, 2020, p. 130), thus they are particularly useful in multilingual contexts, and in ELF interactions. These descriptors may provide a useful reference for teachers and in teacher education courses to raise awareness of aspects of pragmatics in spoken language communication too often overlooked in teacher preparation and in their daily practice. One of the consequences of introducing reflective awareness of the current plurality of English in

teacher education courses, is that this innovative approach could be used by teachers – whether language teachers or content teachers – afterwards in their classroom with their students. This entails a significant change within the language classroom where original views and perspectives may be offered by non-native teachers as well as their learners' responses. The following sections provide some samples of the introduction of ELF awareness as the major component of English language teacher education courses, as in the ENRICH Continuous Professional Development (CPD) Course (Sifakis and Kordia, 2021), and as an embedded component of methodological courses for CLIL subject teachers using English, as well as how teachers responded to this innovation. In both cases, participants will develop a personal understanding of the function of language in and for learning and of the role of English as a Lingua Franca in multilingual classrooms. The courses were the object of a number of research studies (Lopriore, 2018, 2019, 2020, 2021; Lopriore et al., 2022) that investigated, through interviews, questionnaires, documentary analyses of teachers' projects and lesson plans, the effectiveness of the approach adopted. The role of English during the sessions and in teachers' lesson plans, the emerging uses and acceptance of translanguaging, and how teaching knowledge was investigated and revisited by teachers in on-line discussions and in the practicum.

3. Integrating ELF in English language teacher education: A shift in perspective

Language teacher education "serves to link what is known in the field with what is done in the classroom, and it does so through the individuals whom we educate as teachers" (Freeman 2016, p. 9). In traditional English language teaching, teachers' view of the language is firmly linked to teachers' personal experiences of learning and experiencing that language, thus teachers' shift in perspective cannot but start with the observation of language itself. A language such as English, which is the language most teachers learnt since they were very young and has "grown" into something different, requires diverse ways of looking at it (Lopriore, 2017). The integration of ELF in language teacher education demands for changes in professional development programs, particularly it needs a thorough reconceptualization of language education main components; this should be mainly carried out by those teacher educators working in multilingual contexts. In those contexts, learners need to be carefully guided in more than one language besides their own, while studying and at the same time appreciating the cultures of other languages.

In the last decade, several research studies (Bayyurt and Sifakis, 2015; Cavalheiro et al., 2021; Cogo and Dewey, 2012; Kohn, 2018; Llurda, 2004, 2018; Lopriore, 2016, 2020, 2021; Lopriore et al, 2022; Sifakis, 2019, 2023) have investigated the most appropriate way to enhance a change of perspective in teacher education, as well as the forms of training needed to introduce future English language teachers to ELF. Teacher education has emerged as the most appropriate field to promote a shift in perspective in English language teaching (ELT), the only field where the complex reality into which English has developed by adopting a reflective approach could be taken into account. Enhancing reflective practices can, as a matter of fact, challenge teachers' deeply held notions and beliefs about language, learning and teaching (Richards and Lockhart 1994; Schön, 1983).

Since the course-book remains the main tool and reference point both for teachers and learners, teacher education should include moments devoted to a critical reflection upon and analysis of materials, whether those present in course-books or authentic materials. With the adoption of an ELF-aware perspective in language teacher education both pre-and in-service teachers can be sensitized about the current plurality of English and of its extended role as a

lingua franca. This may have significant repercussions in English language teaching and in learning practices.

Teacher educators have traditionally followed historical models adopted in English as a foreign language teacher education, while in the last few years, because of world migration and the consequent change of the world language landscapes, there has been a growing need to look for alternative ways to educate teachers of English from a more realistic perspective. It is on this basis that, while presenting the ELF awareness framework, Sifakis and Bayyurt (2018) discuss a typical ELF-aware teacher education model, since a particular standard variety of English is not regarded as the ideal model for teaching English as a foreign or second language. In the model Sifakis and Bayyurt (2018) developed, ELF-aware teacher education includes all stages of teacher preparation, from a theoretical phase (exposure to WE- and/or ELF-related literature) to the implementation of a practicum for pre-service teachers. Teachers are expected to produce in the practicum WE/ELF-aware English language teaching materials or modify existing authentic materials to adjust them to an ELF-aware perspective.

ELF-awareness was originally defined by Sifakis and Bayyurt (2018) as:

> the process of engaging with ELF research and developing one's own understanding of the ways in which it can be integrated in one's classroom context, through a continuous process of critical reflection, design, implementation of the ELF construct. (p. 459)

In 2019, Sifakis (2019) further explored the notion of ELF-awareness and devised its tripartite subdivision. He distinguished among:

- "*Awareness of language and language use*, referring to those aspects that teachers need to explore in detail through noticing (Schmidt, 2010) tasks, as the 'knowledge of the syntactic, morphological, lexical, phonological, pragmatic, and sociocultural features of English produced in interactions involving non-native users both inside and outside the ELT classroom', as produced in interactions among native and non-native speakers.
- *Awareness of instructional practices*, as in reflective practices on degrees of acceptability enhanced during teachers' discussion on their personal beliefs.
- *Awareness of learning*, as in the use of tasks meant to elicit learners' responses to non-standard forms of communication". (Sifakis, 2019, p. 291)

ELF awareness was chosen as one of the leading principles guiding innovative teacher education courses in a transformative perspective (Dewey, 2018; Llurda, 2004; Lopriore, 2016, 2018, 2019, 2020, 2021; Seidlhofer, 2011; Sifakis, 2019, 2023; Sifakis et al., 2022). ELF-awareness thus represented the opportunity for teachers to learn about current English features, to explore its new instantiations, to discuss the main implications for teaching, and to identify ways to take the current state of English into account in the school curriculum.

In the ENRICH CPD course, the first international course on integrating ELF in ELT, which was implemented in 2020 in five countries (Greece, Italy, Norway, Portugal and Turkey) as part of an Erasmus+ collaborative project (Cavalheiro et al., 2021; Sifakis and Kordia, 2021; Sifakis et al., 2022; see http://enrichproject.eu/), participant teachers were exposed to a reflective task-based exploratory process whereby their understanding and beliefs about English were elicited through observation tasks of the English presented in multilingual classrooms, in

course-books and as used in films or TV series. Teachers in the course were engaged in noticing tasks on language input (Schmidt, 2010) and in languaging tasks that prompted participants to make meaning and shape experience through 'talking-it-through' activities (Swain, 2006). At the end of the ENRICH course, teacher participants were engaged in using and adapting authentic materials while devising lesson plans within a non-standard perspective. Adopting an ELF-aware reflective approach sustained course-participants in developing their own teaching processes, both in the embedded ELF component of the CLIL methodological courses offered at Roma Tre University, between 2016 and 2019 (Lopriore, 2021), and in the ENRICH Course (Cavalheiro et al., 2021; Sifakis et al., 2022, 2023). The ENRICH course ran online in 2020 by the ENRICH Consortium, while the subsequent ENRICH Revisiting Course was run in 2021 by the Roma Tre University team only (Lopriore et al., 2022).

4. The ENRICH CPD and the current study

As illustrated above, the ENRICH course mainly aimed at helping English language teachers to integrate the current role of ELF in their multilingual classrooms. The course was meant to fundamentally help teachers rethink and revisit their teaching as well as its object, that is the current status of English, through the use of tasks, activities and peer exchanges, mostly focused upon spoken interactions among native and non-native speakers. How was teachers' awareness elicited? This was possible through reflective activities in the ENRICH course forum where participant teachers were offered opportunities to share their personal beliefs about English within an ELF aware approach.

Within this framework, a research study (Lopriore et al., 2022) was set up to understand whether a profoundly innovative change in teachers' daily practice would have challenged teachers' initial resistance to change, thus unveiling both their beliefs and their routines. It was expected that the adoption of a reflective approach would have stimulated participant teachers' language awareness, thus leading to a change in their attitudes, agency and classroom practice. But how could the study reveal changes in teachers' beliefs and practice? It was thus hypothesized that changes – or their absence – would have been revealed in the participant teachers' responses in the course forum; similarly, changes in their positioning, agency and ownership would have emerged in their language within the longitudinal perspective of the whole course duration.

4.1 Teachers' responses to innovations within the ENRICH CPD course

For this study (Lopriore et al., 2022), we first tried to identify the most meaningful activities proposed during the course, in order to create a corpus of (Italian) teachers' responses within these activities, and to interrogate the corpus to identify language instantiations capable of unveiling teachers' positioning and agency. We chose to observe participant teachers' use of modal verbs, verbs of mental perception, attitudes and opinions. The study thus analysed teachers' discourse, as it emerged within their interventions when responding to the course activities, specifically those investigating their degree of ELF awareness and the implications of introducing a diverse perspective in their English language courses.

The ELF-aware teacher education approach would have helped teachers develop a meaningful cognitive and attitudinal change in view of recent developments in ELF research. The corpus allowed to have a closer view at the language choices made by the participants and to relate them to the changes they underwent during the 5-month course. Participants' comments and lessons actually unveiled a change in perspective among participating teachers. Teachers' awareness of changes emerged when they made reference to the integration of ELF in their

daily English lessons, or when they started using terms as *multilingualism*, *authenticity*, *lingua franca*, *social networks*, but also when they appropriately used terms as *translanguaging, accommodation strategies* and *ELF awareness*, as confirmed in the following examples from the corpus (key terms are underlined):

> *(a) I believe that teachers should use ELF when they teach English, and integration could be the good solution. Living in a multilingual context where English and Arabic are mostly used for interactions, students mainly use English in the classroom when interacting with teachers or while working on a task.*
>
> (*b) I think that the integration of ELF in ELT, through the use of authentic materials in our lessons, also of social networks like Facebook, TikTok, Instagram is very useful.*
>
> *(c) To communicate, they (the learners) often use body language and translanguaging, especially face to face, and other accommodation strategies, when they use social networks*
>
> *(d) A multilingual speaker is the one who has the ability to move between known languages, building integrated systems of meaning. It happens when the corresponding term is not known and then integrates with a word of one's native language.*

Teachers' comments especially when teachers were stimulated to consider their personal experiences and roles as a user and a teacher of English, as in the following statements where modality was very frequently used:

> *(a) "The only disadvantage is that usually we instructors have to complete our courses within a certain limit of time. ELF will surely give an interesting perspective to EFL classrooms but at the same time it will be time consuming and may lead to some administrative issues."*
>
> *(b) "What challenges or obstacles could there be and how could you overcome them? ELF is not included in the National Curriculum so there is no specific methodology for teachers if they want to teach it."*
>
> *(c) "I should include more activities that allow them to bring their extramural experiences with English inside the classroom and share these experiences with the other students."*
>
> *(d) The teaching of English in the Italian school in general, and therefore also in my school context, is still mainly based on the textbook, i.e. on reading, writing and grammar* […]. *An ELF awareness perspective would breathe life into the traditional method of teaching English as L2.* […]. *In such a perspective listening becomes essential as it is the key to fluent speech. More time should be devoted to Listening activities. At school, you should spend more time just listening to understandable material through the Internet and modern multimedia tools.*

Teachers' words unveiled not only their growing awareness of the changes occurring in the language they teach, but it also enhanced their 'agency' in taking initiatives to change their

practice, as it emerges in the above statements. The initial hypotheses of the study were thus mostly confirmed by the results of the corpus analysis, *de facto* teachers' initial resistance to innovations had been initially challenged, but they were subsequently stimulated within an individual appropriation process.

4.2 ELF component in CLIL courses: Subject teachers' responses

This section presents and discusses some issues related to the decision of introducing an ELF-aware component in two of the 8 CLIL methodology courses run at Roma Tre University, in Italy between 2014 and 2019. These courses had been established at national level in 2012 by the Italian Ministry of Education to prepare subject matter teachers to teach their subjects through the adoption of CLIL and using English as the language of instruction (Lopriore, 2021).

The integration of language and content instruction is a fast-growing approach worldwide and with various implementation models at all educational levels, as it benefits learners by developing meaningful content knowledge and promoting authentic language interaction. While content-based English as a Second Language (ESL) courses teach language through content (Snow and Brinton, 2017), sheltered instruction and content and language integrated learning (CLIL) courses teach content through language (Lopriore, 2018, 2021; Echevarria et al., 2017; Lasagabaster, 2008; Mehisto et al., 2008).

The courses aimed at training subject-matter teachers with a CEFR B2-C1 level of English to teach their subject through English and use a CLIL approach in their lesson planning. In the Italian region of Lazio, over 500 teachers participated to the courses between 2014 and 2019 at Roma Tre University. Teacher educators in these courses were, for the most part, university professors of English and they worked together with university subject specialists, fluent English speakers, who sustained course participants in developing lesson plans and projects.

When interviewed, future CLIL teachers said that engaging with CLIL represented a challenge they had been waiting for in their professional lives. Some teachers had also commented that, 'Using English helps students re-shape their understanding of the subject matter' (Lopriore, 2018). 'In using a language other than Italian, students are challenged to focus on language in talking about content'. In brief, participant teachers were aware that learners had to choose different ways of reporting and explaining, as well as to 'revisit' what they had learned but in a different perspective.

While the course designs slightly differed, the blended course components run at local universities in 15 different Italian regions had usually included the topics summarized in *Table 1*, except for two of the courses activated at Roma Tre University where an extra module – the one on ELF – had been added within the language skills development component.

Table 1: Main components of CLIL teacher education courses

• Language skills development	• Materials selection and use
• Introduction to Second Language Acquisition	• Microteaching
• Lesson and syllabus planning	• Practicum component in teachers' schools
• Cooperative approaches	• An action-research approach based on classroom observation
• Classroom observation	
• ICT for learning	• A final project, developed with multimodal and ICT tools to be presented at the final exam
• Assessment and evaluation	

Notes: ICT = Information and Computing Technology
(Source: Lopriore, 2018, p. 7)

The language component of the courses was mostly based upon traditional samples of standard English meant to scaffold content learning in English, while the ELF module added in two of the courses, introduced language awareness activities on noticing tasks of current instantiations of English as a lingua franca, as in TV series or documentaries to enhance participants' attention to non-standard forms of language use.

The aim was to enhance subject teachers' professional identity as non-native English speakers (NNES) and to be able to identify and cope with non-standard forms of English; this would have developed their self-confidence and thus identify, choose and use appropriate authentic materials for their lessons. It was hypothesized that, by adopting an ELF-aware approach in the language component of the course, subject teachers would have been able to start noticing features of language exchanges in English used within multilingual contexts, and thus start planning lessons with tasks where their learners would have noticed similarities and differences in L1/L2 and the use of non-standard forms. This was achieved in the courses by:

- engaging participants in group discussions in class or during their individual and group work on their use of English and on the notions of native and non-native;
- investigating aural comprehension and spoken interactions;
- exploring English, WE and ELF through the use of language corpora: using excerpts from the BNC (British National Corpus) to the VOICE (ELF corpus).

Teachers were thus mostly encouraged to notice different instantiations of English in a variety of English-speaking contexts, as well as to identify and use materials from authentic sources and not from ready-made CLIL coursebooks in their lesson plans.

Both the benefits of language education and the potential of English as a lingua franca in CLIL environments were investigated in a small-scale research study (Lopriore, 2021) of approximately 35% of all the CLIL course participants in two of the CLIL methodological courses organized at Roma Tre University. The study investigated teachers' responses through interviews and questionnaires and the analysis of teachers' projects and final lesson plans. Teachers' responses showed that they felt ELF was a field of discovery totally unexpected for them, a field that elicited their attention to the language they and their students were using, while opening up to new perspectives in classroom interactions and materials development, as witnessed in some of their statements below.

> *ELF adds a different way of "observing" language and it is reassuring in a way. (3.2015)*

> *CLIL activities are based on a very pragmatic methodology which helps students to experience both the language and the subject itself. CLIL is a great moment to focus on students' interests rather than the syllabus. (14.2015)*

CLIL subject teachers' responses to the study highlighted how effective these courses are and how language clearly emerged as the means for content learning. Introducing a new perspective in language teachers' notions and ideas about English, its variations and its emerging instantiations sustained their use of English and challenged traditionally held views, values and beliefs about language and learning as well as their view of their subject specific knowledge and of their idea of the role of language in disciplinary literacies. The training process underlined the close relationship in learning between language and content to sustain and define new ways of conceptualizing and delivering content when teaching. The ELF

embedded module in the two CLIL courses highlighted the balancing act that subject teacher participants as well as teacher educators, who are too often struggling with the challenge of coping with the new status of English and its implications for teaching.

5. Conclusion

Introducing a new perspective into language teachers' notions about English, its variations and its emerging instantiations may challenge traditionally held views, values and beliefs about language, language teaching and learning; in turn, it may trigger some sort of resistance to changes of everyday routines among teachers, thus reducing their willingness to explore and observe the current status of English, to modify and adapt course-books, and to look for and use samples of WE or ELF in their lesson plans. Teaching is a highly socializing job that deeply informs teachers' own lives and actions, as we do it through language, whether we teach a subject, the home country's language or a foreign language. Involving teachers in revisiting and reshaping their experiences as English language learners and their teaching, in terms of the language and the way they teach it, may challenge teachers' own identities. This was particularly the case for CLIL teachers who were engaged in a double challenge: revisiting the content and the language they use(d) to teach it. This process may be elicited only through a reflective approach that could be embedded in the whole course.

Course participants had been exposed to a reflective task-based exploratory process whereby their beliefs about English were elicited through reflective tasks as presented and taught in course-books and as used in media, in films or in TV series. Teachers were engaged in noticing and languaging tasks in an ELF aware perspective and were asked to adapt materials and devise lesson plans within a new "non-standard" perspective in the teaching of English. The adoption of a reflective approach through language awareness elicits teachers' awareness of changes occurring in English in multilingual contexts, while enhancing a new perspective on the implications of teaching it within an ever-changing scenario where language teaching traditions are often challenged. This type of approach sustains the participants' appropriation of their own teaching process as well as their agency (Ketelaar et al, 2012).

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Teacher-identified spaces for integrating ELF-aware instruction: Teacher professionalism and local ecology

Lynell Chvala & Mona Evelyn Flognfeldt

Globalization and migration have led to increased multilingualism and the reconceptualization of English as a (*multi-)*lingua franca (ELF) for teaching and learning. To meet ELF user-learners' needs, teachers need to include ELF awareness as part of their professional thinking and instructional practice and as an awareness suffused with a critical stance to their own and others' language-pedagogical mindsets and attitudes. This article explores teacher perceptions of spaces that open for the integration of ELF-aware instruction across educational settings. Qualitative analysis of a teacher discussion forum that explored spaces for ELF-aware instruction in the free online continuous professional development course "English as a Lingua Franca Practices for Inclusive Multilingual Classrooms" (ENRICH) revealed a teacher professionalism embedded in shifting paradigms for English in school and shifting learner needs as central to the integration of ELF-aware instruction. Spaces were also identified in policy formulations, the use of instructional materials, and the understanding of key stakeholders in the local community. These spaces, with varying degrees of ELF awareness, were viewed as more outside the control of teachers. Teachers also positioned teacher education as central in fronting debates of English and language in society and educating pre- and in-service professionals in ELF awareness.

Key words: English as a *multi*-lingua franca, ELF-aware instruction, teacher professionalism, instructional ecology

1. Introduction

A consequence of globalization and world mobility is increased multilingualism understood as people's familiarity with two or more languages at different levels of receptive and/or productive proficiency. Multilingualism has instigated a reconceptualization of the English language and of its teaching in school. English has become a *multi*-lingua franca, both influenced by and influencing co-existing language systems in a speaker's linguistic repertoire (Jenkins, 2015). The fact that many learner-users experience English outside of school contexts from an early age, especially through English-mediated digital applications, highlights the difficulty of continuing to treat English as a *foreign* language.

In order to act on the realization that the status and role of English is changing, *ELF awareness* has been promoted as a useful framework to underpin teaching that acknowledges English as a global language of contact for interlocutors with different linguacultural backgrounds, who do not speak nor understand each other's primary language(s). With multilingualism and speaker diversity as the norm in many classrooms today, ELF awareness targets a (re)consideration of language and language use, instructional practice and learning as it is influenced by users' experiences and practices both in and outside the classroom. Central to ELF awareness is the need for change. ELF awareness thus addresses a rethinking of teachers' professional English language teaching (ELT) practices (Jenkins, 2015; Sifakis, 2019; Sifakis, Bayyurt, Cavalheiro, Fountana, Lopriore, Tsagari and Kordia, 2022; Sifakis and Bayyurt, 2018). Paradigmatic shifts such as these are complex and arduous. This special issue, "Integrating English as a Lingua Franca in Education," opens for the exploration of language education in school, as well as in teacher education, encompassing both pre-service programs and in-service continuous professional development (CPD).

The aim of this article is to explore teacher perceptions of spaces across educational settings that open for ELF-aware instruction. The goal is to generate an overview of salient factors that enable the integration of ELF awareness across a wide range of instructional contexts. Despite teachers identifying numerous *constraining* factors, the goal of this article is to highlight contextual *affordances* or implementational and ideological spaces identified by teachers as conducive to integrating ELF awareness into ELT practice (Hornberger, 2005; Johnson, 2010). The following section presents an overview of key concepts and insights relevant for the discussion of these findings.

2. Theoretical background

Three fields of research are particularly useful in considering ELF awareness and change in teachers' ELT practices. The first is concerned with the current status of English in society and schooling with specific reference to ELF use (Bayyurt and Sifakis, 2015; Jenkins, 2015; Kohn, 2018; Leung, 2022; Seidlhofer, 2011; Sifakis, 2019; Widdowson, 2013). The second conceptualizes teacher professionalism and teacher agency (Evans, 2014; Larsen-Freeman, 2019; Leung, 2013, 2022; Priestley, Biesta and Robinson, 2015), while the third presents an ecological model of the wider educational context of practicing teachers. Salient concepts from these three fields serve as conceptual tools in exploring teachers' awareness of English today and how this awareness can become an integral part of teacher professionalism and open agentive spaces within educational settings (Bronfenbrenner, 1989; Hult, 2019; van Lier, 2010).

2.1 ELF and ELT

ELF researchers argue that teachers and teacher educators need to be aware that ELF is not an inaccurate variety of English that deviates from standard English norms, but the emergent deployment of English resources in context and as constructed through social interaction as part of a user's semiotic repertoire (Flognfeldt, 2022; Ellis, 2019; Kohn, 2018). In an online interview, Widdowson (2018) offers a simple and succinct definition of ELF as: "essentially an appropriate use of the resources of English for a whole range of purposes – globalized purposes". Once teachers are aware of ELF as a fluid and dynamic way of using English, ELF awareness can be invoked as a pedagogical resource for English language instruction (Bayyurt and Sifakis, 2015; Sifakis and Bayyurt, 2018; Sifakis et al., 2022). Studies suggest, however, that teachers may lack a metalanguage for describing the globalized purposes of this type of English language use (Chvala, 2020; Rose, McKinley and Galloway, 2021).

Recognizing the centrality of multilingualism today means recognizing that learners require a repertoire of pragmatic strategies over a detailed knowledge of linguistic structure in preparation for effective interaction with a diversity of speakers (Leung, 2022; Leung and Jenkins, 2020). New conceptualizations of language proficiency call for changes in teacher priorities in the English language classroom. Referencing the revised CEFR (Council of Europe, 2021), Leung (2022) emphasizes *mediation* as "a speaker's use of language to interact and facilitate communication with others" (p. 178) as a central component in a speaker's language proficiency. Thus, a particular variety of English is *not* singled out. Instead, the contingency and unpredictability of communicative events involving speakers with diverse multilingual repertoires is acknowledged. This emphasis requires teacher educators to prepare pre- and in-service teachers and learners to make informed interlocutor-sensitive choices that go far beyond retrieving standard English words and expressions as ways of developing important mediation strategies (Sperti, 2022).

An ELF awareness framework emphasizing this preparedness consists of three parameters (Sifakis, 2019): (a) awareness of language and language use, (b) awareness of instructional practice, and (c) awareness of learning. The focus in this article is on teacher awareness and the need for teachers to provide rich opportunities for learner exploration of the various ways in which English can be used. This also requires teachers to critically scrutinize their own attitudes, perceptions, and practices with regards to English, and how they understand proficiency in English in relation to normativity. Teachers, like their students, are likely to be ELF users and thus need to be critically sensitive to power relations involved in ELT practices. In this way, an ELF-aware teacher who is conscious of new roles of English and recognizes communicative capability as the main purpose of language education (Widdowson, 2003) will ideally be prepared to incorporate these multidimensional and critically aware insights in planning and enacting relevant instruction to meet learners' needs. The actual instructional situation, however, may be less straightforward. Sifakis (2019) proposes a dual continuum of ELF awareness which illustrates the relationship between the extent of teachers' knowledge about ELF issues and their local instructional context, on the one hand, and the extent to which their classroom practice aligns with this knowledge, on the other. The two parts of the continuum may in fact turn out *not* to mirror each other. Teachers may teach in a way that aligns with ELF awareness without actually having the relevant knowledge base or vice versa. This potential differential demonstrates the internal complexity of the ELF-awareness construct as well as teacher professionalism (Sifakis, 2019, p. 300).

ELF research is concerned with linguistic aspects of ELF discourse and the professional challenges that arise when educational stakeholders wish to act as agents of change. Cogo, Fang, Kordia, Sifakis, and Siqueira (2021) encourage teachers and teacher educators to couple ELF awareness with critical language education (CLE). The aim of CLE is the development of active citizens whose goal is social change, focusing on language use as a vital factor. Three recursive phases are crucial: (1) exposure, (2) critical awareness, and (3) the development of practices teachers can enact in their instructional contexts. Engagement with ELF plays an important role in this potentially transformative process. The readiness and ability required to develop ELF awareness is an integral part of teacher professionalism, which will be discussed in the following section.

2.2 Teacher professionalism

Teacher professionalism must also be reconceptualized in line with the shifting understanding of the status and role of English use in the world, in local contexts, and consequently in ELT. Various factors underpin teacher professionalism, where a central dichotomy exists between sponsored versus independent professionalism. Leung (2013) defines *independent professionalism* as practitioners' experiential learning, insights, attitudes, and "a commitment to carefully reflect on one's own work, to examine the assumptions and the values embedded in the prevailing established practices, and to take action to effect change where appropriate" (p. 24). In contrast, *sponsored professionalism* entails "institutionally promoted and publicly endorsed views designed to define what teachers should know and do" (Leung, 2022, p. 184).

Many studies have sought to identify what constitutes professionalism in various occupations (Day and Sachs, 2004; Evans, 2008, 2014). Insights from these studies can be contextualized to refer specifically to teacher professionalism, teacher professional development, and teacher agency, by appropriately supplying information about relevant actors and material conditions in educational settings. Evans (2014) is primarily concerned with the cognitive processes of professionals at the micro level relating to the internalization of new impulses in interaction with prior learning and experience. Impulses are acquired and elaborated in the professional's mind. Professional development has a multidimensional structure, with behavioral, attitudinal, and intellectual components (pp. 189-190). Intellectual (referring to cognitive processes and knowledge structures) and attitudinal development are vital components of a professional mindset. Behavioral development at the level of action may be the result of externally mandated changes, for example changes in national policy (sponsored professionalism). Such changes are viewed as part of professional development but not necessarily professional *learning*, as they may or may not be internalized. A central element in professional learning is the recognition of and commitment to what a practitioner considers a "better way" of performing professionally (p. 187). This recognition can be the result of a deliberate search for improvement, or simply the result of reflection on past professional experience coupled with a desire for improved future outcomes. The three components referred to above are particularly relevant for teacher agency.

Priestley, Biesta and Robinson (2015) propose an ecological model for understanding teacher agency as an emergent capacity achieved through interplay with factors in the environment. Agency does not determine what someone *is* but what they *do*, where emphasis is on action. Priestley et al.'s model is multidimensional along temporal and relational lines and incorporates the dynamic interplay of the past, future, and present. According to Priestley et al. (2015), teacher agency is achieved through (1) influences of *past* personal and professional experience of what works, coupled with the teacher's personal capacity, values, and beliefs, (2) an orientation towards - and desires for - the future, with aspirations for improvement, and (3) the teacher's situated engagement with the present (p. 4). Teachers' engagement with the present refers to a practical-evaluative dimension, which includes cultural, structural, and material characteristics of enabling or constraining potential. Enabling factors at the material level, e.g., textbooks, technological resources, and other teaching tools, can serve as actants to support teacher agency. Priestley et. al. (2015) argue that teacher education should ideally prepare future teachers for agentive practice, i.e., informed decision-making and action in the classroom, by helping students build resources and supplying opportunities for interactive reflection in various contexts. Dynamic monitoring of these processes of resources building and reflection can in turn serve as assessment for professional learning for the teacher educator.

Leung's (2013) discussion of professionalism and teacher agency aligns with Evans (2014). He defines teacher *expertise* as knowledge "gained from formal education and training and experiential learning, as well as the capacity to convert this knowledge to professional practice» (p. 14). Teacher expertise essentially consists of more than disciplinary knowledge. It includes job-related factors, such as knowledge of students' experiences, educational backgrounds, and multilingual identities (Fisher, Evans, Forbes, Gayton and Liu, 2020), the parameters in the local educational system, and curricular expectations. This wider view aligns with the temporal elements of past, future, and present in Priestley et al. (2015). Also relevant is what Shulman (1986) termed *pedagogical content knowledge*, referring to the teacher's awareness of what is more or less demanding for learners followed by appropriate accommodating procedures. A fourth component of teachers' professional expertise is the management of power and status relations within instructional communities. As a whole, these elements promote teachers' professional repertoires and enable them to make informed, locally relevant decisions. At the core of teacher agency is decision-making and the capacity for emergent professional judgement and choice (Leung, 2022, p. 183).

Teacher agency as a vital component of teacher professionalism, especially of independent professionalism (Leung, 2013, 2022), is not a skill nor a capacity inherent in a person. Rather, agency is emergent, potentially arising out of interactions in the world. Biesta and Tedder (2007) and Larsen-Freeman (2019) identify the *relational* character of agency in an environment as central. This concerns availability and recognition of choice, and – for the purposes of this study – perceived openings for reconceptualizing English and integrating ELF-aware instruction into ELT in the local context.

2.3 Instructional ecology

Language instruction takes place in different educational settings involving particular actors and elements in particular local contexts. Hult (2019) systematizes relationships and directions that influence teachers in these contexts by building on Bronfenbrenner's (1989) ecological model of human development at micro, meso, and macro levels and thus systematizes relationships and directions that influence teachers in educational contexts. At the micro level is the teacher with individual knowledge, beliefs, values, and semiotic repertoires. The teacher is surrounded by colleagues, learners with diverse needs, parents, technology, and instructional artifacts. The interaction of teachers and the immediate surroundings occur at the micro level, for example, in classroom teaching and learning (Hult, 2019). The meso level consists of sociocultural institutions and communities, such as schools, educational authorities, national and regional educational policies, and any mandated instructional materials. The macro level is more abstract and characterized by ideological values and structures that may or may not encompass interculturality and multilingualism. Relationships and influence between levels is not hierarchical but in constant interaction and may shape each other on any level (Larsen-Freeman, 2019). The individual teacher is embedded in and interacts with the educational ecology at various levels in their day-to-day professional work. Based on the insights from studies of ELF, teacher professionalism, and instructional ecology, this study asks:

What spaces do teachers across educational contexts perceive as opening for the integration of ELF-aware teaching and learning?

3. Method

The aim of this article is to explore spaces teachers identify as conducive to integrating ELF aware instruction in their teaching practice. Data consist of discussion forum entries (n=185) for 97 teachers from ELT contexts around the world. Entries were generated in the course module "Instructional Context" in the free online course "English as a Lingua Franca Practices for Inclusive Multilingual Classrooms" (ENRICH). The goal of the ENRICH course is to serve as a catalyst for change to support teachers in developing ELF awareness and enhanced criticality in interaction with teachers and teacher educators from other countries and contexts and, ultimately, to identify ways of integrating ELF awareness in locally relevant ways into teaching practices (Cavalheiro et al., 2021; Sifakis and Kordia, 2021; Sifakis et al., 2022). Collaborators in the formation of the ENRICH course included the Hellenic Open University (Greece), Roma Tre University (Italy), Bogazici University (Turkey), University of Lisbon (Portugal), Oslo Metropolitan University (Norway), and the Computer Technology Institute and Press "Diophantus" (Greece). Teacher educators from the collaborating partners served as course mentors, and teacher participants came from these countries as well as Argentina, Brazil, Pakistan, Qatar, and Ukraine.

The "Instructional Context" module, from which the data come, was one of 28 modules in the course and preceded by a module investigating the status and use of English in larger society. The "Instructional Context" module asked teachers to generate a map of their local educational context guided by the investigation of a) "English" in central educational policy documents, b) salient features of "good" English teachers locally, and c) constructions of "English" in instructional materials. Teachers then used this map to formulate and share opinions about the inclusion of ELF in their local teaching context and to identify next steps for integrating ELF-aware instruction locally (see Appendix). Teachers shared and commented on each other's opinions and next steps in a written discussion forum where course mentors encouraged, supported, and attempted to extend these discussions.

The data set includes teacher comments and responses exclusively. Comments from the course mentor are not included. Teacher comments were anonymized for analysis, using a coding system that allowed for retrieval and reference in the reporting of findings. Recursive thematic analysis moved the findings from descriptive codes to interpretive categories of pedagogical spaces for ELF-aware thinking and practices as perceived by teachers across instructional contexts (see *Figure 1*). Final analysis positioned interpretive categories in relation to one another out from the data, as represented in *Figure 2* (Cohen, Manion and Morrison, 2018; Richards, 2009). The next section presents findings and a discussion of findings from the perspective of 21st century shifts, ELF, ELF awareness, ELF-aware instruction, teacher professionalism, and instructional ecology. Findings are presented using referenced excerpts from teacher comments. Additions to excerpts were made solely to enhance the meaning in presenting findings and not to promote traditional views of accuracy in ELF exchanges. These changes are marked in brackets.

Descriptive codes	Interpretive categories		
Holistic language learning	Paradigm shift	21st century shifts	**21st century shifts**
Teacher professionalism Teacher collaboration Assessment Accessibility to/use of technology Teacher education	Teacher agency Classroom demographics Technology accessibility Teacher education	Teacher professionalism and agency Teacher collaboration Teacher education	**Teacher professionalism** (**agency**, collaboration, teacher education)
Flexibility in selecting/adapting materials	Instructional materials	Producers of instructional materials	**Instructional materials**
Support from educational authorities	Support from educational authorities Parental influence	National policy/policy makers Local educational authorities Parent and student beliefs	**Policy** (and policy makers) **The local community** (local educational authorities, parents, and students)

Figure 1: The analytical process

4. Findings and discussion

Figure 2 represents spaces teachers identified as conducive to integrating ELF-aware instruction in the educational context. Teachers positioned their professionalism as central to this integration, as embedded in institutional and real-world contexts, and as potentially supported by teacher education. Key stakeholders – e.g., policy makers, materials publishers, educational authorities, and the local community – could open for ELF-aware instruction or could constrain its integration. For this reason, these openings are shaded, as they are nebulous and viewed as more outside of teachers' control. The key categories presented and discussed below include: 21st century shifts, teacher professionalism, instructional materials, and the local community (e.g., educational authorities, parents, and students). Key points for discussion will center around ELF and ELF awareness, teachers' professionalism, learning, development, and agency, and an ecological model for exploring directions of influence.

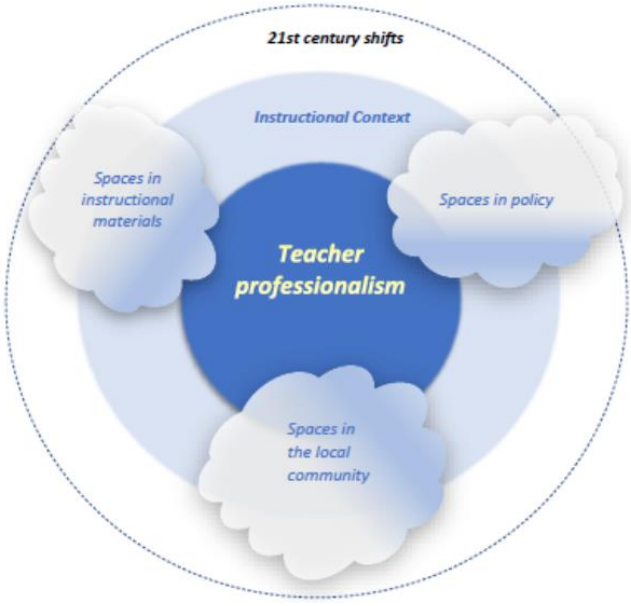

Figure 2: Spaces for integrating ELF-aware instruction as positioned in teacher perceptions

4.1 21st century shifts

Teachers identify "a great change in English teaching since the 2000s" (T13) and a desire to meet the "needs of our 21st century students" (T15). They describe a multilingual world, where "the majority (of speakers) use English as a Lingua Franca" (T18) and where ELF "allows people, especially learners, to see English as part of their repertoire" (T17). They describe technology as a "coping mechanism" (T33) for embracing new realities in the classroom and for equipping learners "to think for themselves and to communicate in effective ways in a jungle of complexity" (T15). The institutional contexts in which teachers practice are viewed as embedded in these larger developments (see Figure 2). This embeddedness applied to more homogenous and regional, as well as diverse and urban, environments:

> *"Even if our local context is not yet multicultural or multilingual… sooner or later it will be… the principles of multiculturality, of accepting others, accepting your own unique identity…are principles of utmost importance… [and we should] promote [them] to our students" (T35)*

Findings suggest that teachers *have* experienced a paradigmatic shift in understanding English as a contact language for multilingual speakers, as used for multiple globalized purposes, and in relation to learners' changing needs for English (Jenkins, 2015, Widdowson, 2018). Findings also indicate that teachers experience new levels of complexity in multilingual communication using English. They consider learners' criticality important in ELT that can enable them to function effectively within this complexity (Cogo et al., 2021). Technology not only highlights globalized purposes and multilingual communication, but highlights learner needs for exposure to and interaction with globalized complexity, regardless of the degree of local diversity.

4.2 Spaces: Teacher professionalism

Teachers placed their professionalism at the center of spaces for integrating ELF-aware instruction. An initial site for integration was in the "broad psychological spectrum" (T3) of teachers' experience and thinking that could afford the expansion of "parameters for what English actually IS" (T19). A secondary site for integration was a professionalism centered on teachers' flexibility and willingness to adopt an experimental stance towards ELF integration, described as "a leap of faith" (T32, T14). This took shape in conducting a "class experiment [in ELF-aware instruction] from time to time" (T22) and sharing successful practices as a "multiplier effect" (T16) in moving the profession forward. The support of "like-minded" (T18) teachers in this pursuit could enhance teachers' feelings of adequacy and a positive mindset towards professional learning processes that "rethink, re-evaluate, and reshape" (T31) instruction to incorporate ELF perspectives and use. Collaboration and community in this process created "a window of opportunity" (T24) for "new types of interaction between teachers and learners" (T23) that could challenge more traditional or well-established views of good practice.

These findings place openings for ELF-aware instruction in the cognitive and social processes of teachers at the micro-level and primarily in teachers' independent professionalism (Bronfenbrenner, 1989; Hult, 2019; Leung, 2013). ELF and ELF awareness as cognitive constructs that provide a metalanguage for "English" are constructed as a pre-requisite for integration of ELF-aware instruction (Bayyurt and Sifakis, 2015; Chvala, 2020; Rose et al., 2021; Sifakis and Bayyurt, 2018; Sifakis et al., 2022). Adopting the construct is the first step in adopting a willingness to accept a certain level of professional risk in entering unchartered territory. This risk is an essential part of independent professionalism, as it allows practitioners

to incorporate experiential learning, insights, attitudes, and critical reflection on established practices as a means of initiating appropriate action and change (Leung, 2012). This means that, for these teachers, teachers' thinking, experience and psychology precedes action, as argued by ELF-awareness scholars (Bayyurt and Sifakis, 2015; Sifakis, 2019; Sifakis and Bayyurt, 2018). However, ELF awareness scholarship suggests the possibility of ELF-aware instruction integrated into practice *without* an explicit and conscious relationship to ELF awareness (cf. the dual continuum in Sifakis, 2019). This allows for the possibility of teachers integrating ELF-aware instruction without a conscious awareness or metalanguage to explain this inclusion.

Findings also indicate the importance of social, as well as cognitive, professional learning. Local professional communities consisting of positive, like-minded, and collaborative colleagues support social processes for raising ELF awareness and applying it as a pedagogical resource in the classroom. This form of learning reflects the relational characteristics of teacher agency as social and embedded in the local environment (Biesta and Tedder, 2007; Larsen-Freeman, 2019). Developing *expertise* that encompasses both disciplinary knowledge and experiential learning is aided by social learning processes amongst colleagues in similar settings (Leung, 2013; Evans, 2014). Assuming an experimental stance to develop this expertise involves a certain professional risk. Teachers emphasize the importance of community support in developing this expertise and exerting teacher agency as decision-making and the capacity for questioning and developing professional judgement and choice (Leung, 2022). Exerting agency also entails managing relations of power and status, where a supportive and collaborative community is seen as inherently useful in challenging the power of established practices to open spaces for ELF-aware instruction at the micro level.

Teachers also invoked teacher education that supported their professionalism, especially in instigating and fronting a "counter-trend" (T11) to traditional notions of English and English language pedagogy. They called for teacher educators a) to engage actively in public debates that could raise ELF awareness in professional and public discourse, b) to challenge possible disconnects between the English taught in school and English used outside of school, and c) to dislodge and disrupt established beliefs about ELT amongst educational authorities. In this way, teacher education could crucially support teachers in creating spaces for ELF-aware instruction in school.

Findings that call for support from teacher education resonate with sponsored professionalism in that teachers look to teacher education to promote and legitimize ELF awareness in extending definitions of what teachers should know and do in their institutional settings (Leung, 2022). This sponsored professionalism entreats teacher education to exert influence at the meso level, engaging sociocultural institutions and educational communities at the regional and national level and to challenge larger ideologies of language that may or may not encompass diversity, multilingualism, and interculturality at the macro level (Hult, 2019). While Priestley et al. (2015) identify the responsibility of teacher education to prepare teachers for independent professionalism and agentive practice, these findings highlight responsibilities of teacher education to challenge the status quo at the meso and macro levels in opening spaces for ELF-aware instruction locally.

4.3 Spaces: Policy

Teachers described shifts away from native-speakerism "in the official discourse" (T29) as positive, especially "government policies [that] seem to have open the door on a new perspective of teachers and learners of English" (T32). Policy goals to foster "global citizen identity" (T29) and active citizenship and to meet "21st century educational and job market needs" (T16) were seen as conducive to ELF-aware thinking and teaching, though often these goals were anchored in general policy and curriculum and less so in the English subject curriculum. While teachers described overarching policy as conceptualizing spaces for ELF-aware instruction, some viewed the situation as exclusively policy-based and "stuck in the first theoretical step" (T30), with less "challenging [of] traditional ELT practices in school" (T31). Policy constructing "English as a means of communication rather than… language as a topic of study" (T12) and clearly referencing CEFR levels of communicative performance provided, for many, "the perfect context for including and/or developing ELF-aware activities" (T6).

Teachers also described the usefulness of creating local curricula sourced from central curriculum documents that made visible stages of learner development and expected performance. This was referred to as a local "vertical curriculum" (T6) that could follow the learning trajectory across grade levels in developing English proficiency. A local vertical curriculum that integrated the "intercultural domain" (T7), accounted for "the use of new technologies" (T26), prioritized needs to communicate "national and internationally" (T37), and immersed students in the "authentic use of language" (T27) focusing on the "How and Why in language rather than merely [the] What" (T27) was seen as useful in bridging overarching educational and curricular intentions and creating "space to expand our teaching" (T21). Teachers described the creation of "[our] own [local] syllabus …with supplementary materials…[adapted] according to learners' profile and needs" (T26) as creating "room for an ELF-aware approach" (T7). Curriculum providing direction but allowing "freedom of choice" (T24) was seen by teachers as opening spaces for teacher professionalism and agency in meeting 21st century realities through integrating ELF-aware instruction in locally relevant ways.

These findings suggest a possible gap in the interaction of a) the meso level of policy makers and macro level ideologies of citizenship, cultural and linguistic diversity, and neoliberal values, and b) the micro level of teaching practices, values, and beliefs in English as a school subject (Hult, 2019). While relationships and influence across levels may shape thinking and action on any level within the educational ecology, larger educational vision and goals may have less influence on teachers' day-to-day professional practices in the English language classroom (Hult 2019; Larsen-Freeman, 2019). Local engagement with curriculum and transformation of curricular documents into local curricula that highlight authenticity, diversity, situated communication, and technology seemed, in teachers' views, to allow for greater exertion of professionalism and agency in actively interpreting policy intentions, transforming them for local use, and enacting curricular intentions in practice in the classroom. This engagement clearly opened spaces for the inclusion of ELF-aware instruction, as it allowed teachers to understand their expertise in light of larger aims for English education in school.

4.4 Spaces: Instructional materials

Teachers described freedom from state-mandated textbooks as allowing "more room to maneuver" (T5) and "to go beyond" (T8, T34, T36, T21) established practices. The freedom to adapt or incorporate other instructional materials opened for a more "learner-oriented and communicative approach" (T12) appropriate for the needs of English learner-users today. Creating, extending, and supplementing instructional materials with "experiential and task-based learning through mediation" (T20) was seen as highly relevant for integrating ELF-aware instruction. Mediation tasks described by teachers could include "information processing, [the] negotiation of meaning" (T9), "[the use of] multiple channels" of communication (T27), and the integration of different language skills. Mediation tasks were seen to align well with curriculum that intended to "serve students' intents and purposes [as characterized by their] everyday needs for language use" and to be prioritized over tasks more "associated with exams" (T25).

These findings highlight the need for mediation tasks in instructional materials (Sperti, 2022). This refers to tasks that capture learner needs for English and allows for the mediation of information as well as the negotiation of meaning through interaction and the use of various (linguistic and other) modes. Processes of mediation as central in a task-based approach reflects constructions of learner proficiency in line with ELF scholarship that views communicative performance as emergent, constructed, contingent, pragmatic, strategic, and less predictable (Ellis, 2019; Kohn, 2018; Leung, 2022; Leung and Jenkins, 2020; Widdowson, 2018). The last line above suggests that teachers prioritize this view over tasks that seem to have a more predictable outcome in formalized examinations.

Findings also suggest a task-based approach to learning and mediation as central in understanding English proficiency and in opening spaces for ELF-aware instruction. When these tasks are not available in instructional materials, teachers must rely on their own professionalism to create, adapt, or extend instructional materials. This requires teacher professionalism, expertise, and agency at the micro level and a desire to engage with what they may experience as constraints in materials, such as textbooks, technological limitations, or other teaching tools (Priestley et al., 2015). Constraints of instructional materials may also be exacerbated by meso-level control that mandates the use of certain materials over others (Hult, 2019).

4.5 Spaces: The local community

Teachers described local access to CPD opportunities such as workshops, seminars, in-service education, and professional conferences as important for opening spaces for ELF-aware instruction locally. Training opportunities, however, were described as "[often more] inclined to standard norms and unaware of the global changes in language teaching" (T10). Conversely, the use of "catchphrases like 'gamification', 'Project-based Learning', or '21st-century Classrooms" (T29) in local educational documents and among regional advisors, principals, and school boards was seen as advantageous in raising ELF awareness in the local community and, consequently, creating space for ELF-aware instruction in school. Moreover, local discourse that focused on the importance of speaking English over grammatical knowledge of English was viewed as "hopeful" (T2) in raising ELF awareness among parents, students, and local authorities and in dislodging more traditional views of grammatical knowledge as the goal of learning and a transparent and easily understood construct of assessment. Acknowledging needs for change in thinking about English and English competence within the local community allowed teachers "to be more patient with parents

and, sometimes, principals who feel the grammar-based approach is better than the communicative one" (T4). The productive dialogue of local stakeholders was seen as important for enhancing local consensus around English as a contact language and "useful tool which can broaden horizons…and open a window to the world" (T9). This dialogue was seen as beneficial for promoting ELF awareness locally and thus generating space for integrating ELF-aware instruction in the local community.

Recognizing local needs also helped teachers to argue for learner-centered pedagogy that could "accommodate students' needs, prior experiences and expectations" (T34). Local support for professional flexibility and teacher agency, in combination with technological and material provisions, were also seen as crucial in initiating and maintaining this form of English pedagogy. Freeing teachers from school policies requiring that "all classes are at the same point of the curriculum throughout the school year" (T1) also opened for the experimentation necessary to integrate ELF-aware instruction in local practices. Diversity in the student population – though not a requirement - was also seen as advantageous for raising ELF awareness, as "a lot of classes can only be spoken in English...[where] ELF stands as the medium of communication… [and where students] draw on linguistic resources to better communicate" (T28). In these settings, teachers could lean on the local use of English as a multi-lingua franca as representative of much of the English used in the world and, in doing so, open for ELF-aware instruction as a natural part of classroom practices.

Findings connected to the local community indicate the importance of micro-meso-macro level interactions in opening local spaces for ELF-aware instruction. Interestingly, teachers find the early focus of ELF scholarship on speaking as useful for counteracting ideologies emphasizing linguistic knowledge over soft-assembled language resources in communication and semiotic repertoires (Jenkins, 2015; Kohn, 2018; Flognfeldt, 2022; Widdowson, 2018). Viewing local diversity as conducive to the relevance and naturalness of multi-lingua franca practices also provides teachers with useful synergy in opening local spaces for ELF-aware instruction in the immediate context. Teachers also exhibit professional development in recognizing and committing to a "better way" of performing locally in dialogue with the surrounding community's shifting ideological positions for English and English competence (Evans, 2014). Interaction with parents, students, and school authorities seems to interface micro, meso, and macro levels in reconsidering and creating spaces for ELF-aware instruction in locally meaningful ways.

5. Conclusion

The aim of this article has been to explore spaces teachers identify as conducive to integrating ELF-aware instruction in their local teaching practice across a wide range of instructional contexts. Findings suggest that the contextually diverse teachers in this study identified their own professionalism as central to any integration of ELF-aware instruction in the classroom. This professionalism was neither developed nor exerted in isolation. Professionalism was both individual and cognitive in grasping ELF as a metalanguage for understanding much of the use of English in the world today, as well as social and experimental through the collaboration and support of professional learning communities. Professionalism also involved exerting agency to facilitate openings and opportunities for ELF awareness and ELF-aware instruction in locally appropriate ways. This could include creating, supplementing, or extending instructional materials, as well as generating local curricula. Sponsored professionalism that emphasized different influences within the instructional ecology and the embeddedness of independent professionalism invoked the support of teacher education, educational policy discourses, and

the productive dialogue of administrators, parents and learners in the local community in moving the profession forward.

The contribution of these findings is that they provide an initial overview of processes and mechanisms that create spaces for ELF-aware instruction from the viewpoint of teachers and across the specificities of individual contexts. This article seeks to better understand English learning and teaching as complex and dynamic and to better understand teacher agency to include 21st century complexity and dynamism in local contexts. It explores teacher views on current uses of English, learner needs for English, teachers' own agency and professionalism in developing practice responsive to these realities and needs, and their identification of spaces of opportunity for these pursuits. The findings are unique in that they "explore independent teacher professionalism and teacher agency in diverse educational environments" in light of "the protean nature of language knowledge, the dynamic and contingent ways in which language can be used in different social interactions, and the complexities of learning-teaching processes" (Leung, 2022, p. 185). In addition, findings reflect an understanding of teacher agency "in respect of the activities of teachers in school" and as embedded in their instructional context (Priestley et al., 2015, p. 3). In doing so, they provide guidelines for the implications of educational decisions across micro, meso, and macro levels of institutional ecologies that may or may not open for learner-centered 21st century English pedagogy.

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Appendix

Activity 1: Reflecting on your contextual map

Using the table that you have created or the 'map' of your instructional context, consider:

- To what degree do you find a balance between foreign language thinking and ELF-awareness?
- What was surprising about your instructional context or something you had not considered before?
- Did you find that thinking across ELT policy, the ELT profession, and ELT instructional materials aligned, or not? What disagreements or tensions did you find, if any?
- Finally, what space or possibilities do you see for integrating ELF-aware teaching and learning in your instructional context?

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Insights into academic writing in English as lingua franca contexts

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In an era where English is the global lingua franca, academic writing has transformed significantly. This manuscript explores academic writing in English as a lingua franca (ELF) contexts, tracing the journey of English from colonization to lingua franca status and contextualizing it within evolving paradigms of English and language teaching worldwide. We delve into ELF research, where English plays a multifaceted role as a resource for multilingual communication. Our examination encompasses ELF's definitions, diverse users, and English as a multilingual franca. Our focus shifts to academic writing practices within ELF contexts, scrutinizing unique challenges and opportunities arising from linguistic diversity, cultural nuances, and communication strategies. Through a review of existing studies on academic writing in ELF contexts, we offer practical insights for educators, researchers, and students navigating this realm. This manuscript guides readers through the intricate world of academic writing in the globalized domain of English as a lingua franca.

Key words: English as a lingua franca, academic writing, higher education, English for academic purposes

1. Introduction

Today, English has achieved the status of the most widely taught and learned language globally, thanks to centuries of language spread that began in the 16th century. The number of English speakers and learners worldwide has now reached billions. This global phenomenon prompted the emergence of academic fields such as World Englishes (WE) (Kachru, 1992), English as an International Language (EIL) (Matsuda, 2012) in the 1980s, and English as a Lingua Franca (ELF) (Jenkins, 2000; Seidlhofer, 2011) in the late 1990s and 2000s. These developments reflect the growing necessity to examine, standardize, and adapt English language usage in diverse contexts

across the globe. In this paper, our primary focus lies on ELF and writing in English as a second or foreign language (ESL/EFL; L2) as a specific area of study. During the past two decades, research on L2 writing in ELF contexts is focusing more and more on academic writing in higher education institutions in English medium universities around the world.

In this paper, we summarize and comment on the studies on L2 academic writing practices in higher education institutions published in three journals: the *Journal of English as Lingua Franca (JELF),* the *Journal of English for Academic Purposes (JEAP),* and the *Journal of Second Language Writing (JSLW)*. First, we provide a theoretical background by defining ELF; then, we give an overview of studies on L2 academic writing practices in higher education institutions; and finally, we discuss how research on academic writing within the ELF paradigm may contribute to our understanding of integration of an ELF perspective in academic writing practices. We can say that research on ELF academic writing is getting more attention among L2 researchers in line with the increasing number of English medium instruction universities, academic publications written by L2 users of English and other domains of written academic English language use. This calls for changing people's attitudes and mindsets towards L2 writers and their writing practices. Hence, we can say that there is still a long way to go before people change their mindsets and prejudices against the inclusion of people's attitudes and opinions in academic writing practices (Bayyurt and Sifakis, 2015; Yılmaz and Römer, 2020).

1.1 Defining ELF

In simpler terms, ELF is defined as "the use of English among speakers of different first languages for whom English is the preferred medium of communication, and often, the only option" (Seidlhofer, 2011, p.7). Jenkins (2015) expanded that definition, coining the term 'English as a Multilingua Franca (EMF)', which encompasses the diverse uses and users of English. EMF refers to English not just as a shared means of communication for speakers from different linguacultural backgrounds but also as the language of choice for communication. In fact, most interactions in different domains occur between individuals from diverse linguacultural backgrounds, even in ESL or EFL contexts. While the WE paradigm categorizes countries based on their relationship with English, ELF research shifts its focus, placing other languages at the center and viewing 'English' as a supplementary resource. We will delve further into this distinction in the subsequent section. In the WE paradigm, countries fall into three categories (see Kachru, 1985, 1992): the inner circle (e.g., the USA, the UK, Australia), where English is employed as a first language; the outer circle (e.g., Singapore, India, the Philippines), where it serves as a second or additional language; and the expanding circle (e.g., Japan, Germany, Turkey), where it is considered as a foreign language.

A monolingual viewpoint of English language teaching has dominated research for a period of time in applied linguistics. The immigration waves that started during the late 20th Century and the early 21st Century from Asia, Middle East, Africa and South America as well as Ukraine and other Eastern European contexts towards other European countries, North America, Australia, led to the rise of multilingualism and multiculturalism in the host countries that received migrants. As a result of this, just like other related disciplines of study, that is, sociology, political science and similar, the focus of research in applied linguistics also shifted towards the integration of a multilingual and/or multicultural perspective in second language use both in written and spoken medium of communication. In what follows, we give an overview of the development of the understanding of English as a lingua franca, which we briefly defined earlier in this paper, over

the past two decades. Recently, Jenkins and Lopriore (2021) delineated the emergence of ELF and its recent conceptualization as follows:

> [ELF] began following in World Englishes footsteps in just over twenty years later, although research into ELF did not gather pace until the start of the new millennium. […] Unlike World Englishes, *it cannot be discussed in terms of varieties of English*… Most recently, *ELF researchers have taken the multilingualism of ELF users into far greater consideration* than they had done previously. This in turn has led to a far more *prominent role in the conceptualization of ELF for languages other than English*, with a focus on speakers' use of their multilingual resources rather than 'English only', as they *translanguage* among the languages including English in their entire linguistic repertoires. (p. xvi; our emphasis)

The above quotation summarizes how conceptualization of ELF changed over the period of the last twenty years. As Jenkins and Lopriore (2021) indicate, ELF researchers benefit from the advantages of a multilingual approach in ELF research by giving significance to the linguistic repertoires of the multilingual speakers of English by putting 'English' in brackets and embracing multilingual repertoires of the speakers of other languages. Hence, this perspective takes into consideration 'multilingualism as the norm' and attempts to reduce the impact of monolingual English speakers' influence on the changing linguistic ecology of English language use around the world. This perspective takes other languages in the center and sees 'English' as one of the linguistic resources that multilingual speakers can use in interaction with others, unlike the previous monolingual approaches to English language use where English would be in the center, putting all the other languages in the periphery (Erduyan and Bayyurt, 2022).

1.2 ELF research

In its earlier phases, ELF research primarily focused on spoken language use as researchers were interested in analyzing the great variance observed in the language that speakers from different linguacultural backgrounds tended to employ. The communication among people in ELF contexts took place in a very natural way with speakers paying little attention to 'correctness', as preached by standard written and spoken modes of language ideologies (see, e.g., Hynninen and Solin, 2017; Mauranen, 2003, 2012; Seidlhofer, 2001, 2004, 2018; Yılmaz, 2021; Yılmaz and Römer, 2021). The difference between the spoken and written modes of communication enabled researchers to gain more insights into written ELF used in academic and non-academic contexts comprehensively (Flowerdew, 2019; Horner, 2018; Marlina and Xu, 2018). These analyses involved critical analysis of different genres of writing ranging from emails to academic research articles, as they constitute the dominant medium of communication in academia (Ingvarsdóttir and Arnbjörnsdóttir, 2013; Mauranen, 2011, 2012; Mauranen, Pérez-Llantada and Swales, 2010). Since there is a drastic increase in the number of L2 readers and writers of English, it is essential to analyse how they express themselves in a medium of communication which necessitates the writers to conform to rules more than in the case of spoken language use. The range of studies on written academic ELF may involve challenges that L2 writers of English come across when they are asked to conform to a particular standard English language use in their academic assignments, theses, journal papers, books and book chapters. As a policy, many journals expect authors to get native speakers check their papers before finalising and submitting them (e.g., Flowerdew, 2000; Hanauer, Sheridan and Englander, 2019; Mur-Dueñas, 2013). While many scholars welcome the

merits of the flexible use of written ELF to facilitate writing among non-native English language writers in formal and informal modes of communication, some other scholars still have reservations (e.g., Rowley-Jolivet, 2017; Tribble, 2017, 2019).

Jenkins (2015) categorizes ELF research into three distinct phases, referred to as ELF1, ELF2, and ELF3. The ELF1 phase corresponds to the early stages of ELF research. During this period, ELF was primarily viewed as a departure from the World Englishes paradigm. In this phase, researchers (see Jenkins, 2014, 2017; Jenkins, Cogo and Dewey, 2011; Mauranen, Hynninen and Ranta, 2010; Pitzl, 2016; Seidlhofer, 2001, 2011, among others) were mainly focused on investigating postcolonial English language usage and the diverse varieties of English that had emerged. Their goal was to establish and construct a new paradigm that centered around the experiences of English language users in global contexts. This paradigm shift marked the transition from traditional approaches to a more dynamic and inclusive understanding of how English was used as a lingua franca among speakers from various linguistic backgrounds worldwide. The aim was to describe and codify ELF as a variety of English following similar attempts for outer circle varieties (Filipino English, Singlish, and similar) in the WE paradigm. Earlier research on ELF wanted to show that ELF could be separated from other varieties of English with its distinct features of English language use in the expanding circle contexts, with people from different linguacultural backgrounds (see, among others, Modiano, 1999; Seidlhofer, 2001, 2011). During this phase, Jenkins (2000) established a Lingua Franca core for pronunciation, highlighting what would have happened in the absence of these core features causing intelligibility problems in ELF interactions. Based on the VOICE corpus of ELF, Seidlhofer (2004) also attracted attention towards lexico-grammatical features of English language use, including zero marking of the third person singular in the present simple tense, shared by the majority of ELF speakers.

In the second phase of ELF research, ELF2, a variety-oriented perception of ELF was no longer considered as a valid explanation of the dynamic nature of English usage in such contexts. As Jenkins and Lopriore (2021, p. xvi) indicate, it took ELF researchers some time to realize "how contextualized and contingent the phenomenon is, and that, unlike World Englishes, it cannot be discussed in terms of varieties of English". In the earlier phases of ELF, researchers focused on the differences between ELF and World Englishes, as well as the fluidity of English in face-to-face and online interactions among people with different L1 backgrounds. As Jenkins (2015) indicated, although ELF could no longer be characterized as a distinct linguistic variety, its dynamic use among people with different lingua cultural backgrounds emphasized the variation in the use of the English language in bi-/multi-lingual contexts around the world.

In the third phase of ELF research, ELF3, a re-theorization of ELF was put forth by Jenkins (2015, p. 77), as ELF moving away from the idea of "ELF as a framework to ELF" towards "ELF within a framework of multilingualism". According to Jenkins (2015, p. 74), English as a multilingua franca "refers to multilingual communicative settings in which English is known to everyone present, and is therefore always potentially 'in the mix', regardless of whether or not, and how much, it is actually used". Hence, the understanding of an ELF context goes beyond the earlier understanding of ELF taking place in expanding circle contexts. In fact, it has expanded its use and scope beyond the expanding circle context, and it is unfair to refer to ELF as interaction taking place only between the people whose mother tongue is not English. Due to migration, study abroad and other reasons (e.g., business, sports), English has become the language of negotiation and/or mediation among different groups of people in the society. Thus, the recent understanding of ELF

as English as Multilingua Franca (Jenkins, 2015, 2017) can be considered as an opportunity to use English as a language that is available to interlocutors in the immediate context and may or may not be chosen as language of communication. In this definition, Jenkins highlights the complexity of ELF and argues that it is an outcome of the linguistic diversity of English language users in ELF contexts. Jenkins (2017, p. 3) updates her conceptualization of ELF as follows:

> ELF by definition, involves the use of English among speakers who have different first languages, most of whom are themselves multilingual in that only a small minority of people who use English in intercultural communication are native English speakers, and a still smaller subsection of this minority are monolingual. Thus, ELF is by definition a multilingual phenomenon, and would not exist at all if it were not.

As can be seen in the quotation above, Jenkins highlights that viewing ELF within the framework of multilingualism by linking it to multilingualism research, critical approaches to ELF usage may assist scholars in drawing links between multilingualism research, critical approaches to SLA, and intercultural communication (see, among others, Bayyurt and Yalçın, 2022; Erduyan and Bayyurt, 2022). In light of these ELF definitions, we can say that ELF contexts can be described as contexts where multilingualism is the norm. In recent years, with the rise of English Medium Instruction (EMI) universities as part of the internationalization of Higher Education Institutions (HEIs) around the world, any tertiary level education context in either outer or expanding circle contexts (and even in inner circle contexts, such as the US and the UK) are considered as ELF contexts. In such contexts, communication and interaction take place between native and non-native speakers or among non-native speakers altogether. In the next section, we situate ELF in academic contexts, where we see the manifestation of academic writing enacted widely all over the world.

2. Situating the ELF paradigm in academic contexts

In recent years, as discussed earlier in this article, the ELF paradigm has emerged as a dynamic lens through which scholars examine language use in academic writing across diverse higher education settings. This section delves into the nuanced landscape of ELF within academic contexts, exploring its implications, challenges, and transformative potential. Before exploring the influence of the ELF paradigm in various academic settings, we unravel its impact on communication practices, linguistic diversity, and the evolving nature of language use in higher education institutions. Subsequently, we examine the specific ways in which the ELF paradigm is situated within the academic writing practices in these newly emerging, linguistically diverse higher education contexts.

2.1 Exploring academic writing practices in Higher Education Institutions

In the last two decades, to strengthen their positions in international ranking systems, universities have been striving to establish new international collaborations with other universities and relevant business sectors by offering new research and educational programs for academics and students all around the world (Dafouz and Smit, 2020). The number of internationalized HEIs has increased in inner circle and expanding circle countries (Dafouz and Smit, 2020), as a consequence of the Bologna declaration (Murata and Iino, 2018), student/staff exchange programs and mobility, and admission of international students (Baker, 2015). HEIs accommodate "culturally, socially and linguistically heterogeneous student population", who hold "different identities, understandings and habits of meaning-making to their learning" (Hyland, 2013, p. 54), bringing

along the 'Englishization' of education. The terms English as Medium of Instruction (EMI), English as Medium of Education (EME) or English-Medium Education in Multilingual Educational Settings (EMEMUS) refer to the usage of English merely for educational purposes and students' content learning (Dafouz and Smit, 2016, 2020). In line with the previously mentioned definitions of ELF, the first "E" in EME and EMEMUS entirely reflect the dynamics of ELF usage in academic contexts.

HEIs admitting and recruiting international students and academics respectively constitute a fine example to this, as in these contexts native English speakers (NES), in other words L1 speakers of English (ENL), and non-native English speakers (NNES), in other words L2 speakers of English (EAL), work, interact and study together. Other representative examples are some HEIs in the expanding circle contexts where English tends to be employed along with students' first languages as medium of instruction in some programs (Dafouz and Smit, 2020) and some other settings in which instructors and students have a similar linguacultural background and use English only for content learning and teaching (Murata and Iino, 2018).

Regarding the socio-linguistic reality of internationalized HEIs, Mauranen (2006) argued that academic discourse communities and academic domains are suitable for ELF research because academic language is *influential*, as it creates its own norms and 'educated varieties', *demanding* for its interlocutors, as "high-level" of "intellectual content and real-time speaking" (Mauranen, 2006, p. 148) coexist, innately *international*, and has its own genres. And, in line with this, we contend that the ELF paradigm can particularly inform the academic writing situation at HEIs and academic writing research. ELF communication is actualized by its interlocutors for a purpose and, at HEIs, writing is done for a specific purpose and in English in specific domains, such as teaching/learning, academic research, academic publications, international events (e.g., conferences, seminars, workshops) and so on. In all these higher education contexts, scientific communication entails written modes of communication and English is the language of academic 'dialogue' and 'progress' in global contexts (Mauranen, 2018). In such contexts, ELF users, both students and scholars, are expected to meet the Standard English norms required in academic writing in their written coursework and publications, respectively. Although deviations from the Standard English norms at lexicon and syntactical levels are now acknowledged and legitimized under the notion of intelligibility in spoken forms, deviations in written form, especially in academic discourse, are still considered mostly unacceptable. Standard English functions within a monolithic framework and structure, as it always sets the benchmark in accordance with NES varieties and deems any form of deviation from these set norms as improper in academic writing. Thus, by definition, Standard English is ideological and creates an unjust powerplay in evaluation of texts produced by NESs and NNESs scholars and students in the academia. In that sense, mostly undergraduate university students and academics from the peripheral contexts are stigmatized.

The ideologically rooted nature of Standard English norms remains insufficient to capture the reality and actual written practices and products of users of English in academia, and gatekeepers, whoever they might be, fail to acknowledge two important points about these abovementioned groups. First of all, cognitively speaking, Englishes that develop both in NES and NNES interactions may "inevitably differ from the community norms of SE" (Hall, 2018, p.78). Knowledge of Standard English is facilitated only through schooling, learning of grammar and literacy development in NESs, and not all NESs develop a notion of Standard English to the same degree and reach a point where they employ this knowledge effectively (Hyland, 2016), or even find themselves in situations where they have to conform to these norms. The same situation applies for NNESs; in

addition, in most cases they may even come up with more informed explanations on the use of language, as they have learned English with explicit language instruction, unlike NESs who have acquired and proceduralized the language, and their cognitive resources of language processing rely on declarative memory system and controlled recounts of language use. Therefore, it can be concluded that Standard English is "an institutionalized construct, and only really possible when the language is written" (Seidlhofer, 2018, p. 87), hence its strong ties with the teaching process, rather than an authentic and natural linguistic attainment of NESs, which NNESs lack. Therefore, simply associating Standard English norms with NES language use in a general manner and using this in academic discourses as the norm of reference functioning as an "ideological constraint against which deviance and difference are measured" (Pennycook, 2000, p. 118) can no longer provide sufficient lenses to understand and explain the writing practices of NNESs.

Secondly, no one can be 'native' to academic writing (Mauranen, 2012), and "there are no L1 writers of English in the sense that everyone has to learn, consciously, how to write" (Kirkpatrick, 2018, p. 145). Particularly at the undergraduate level, both NES and NNES students embark on their programs with very limited or no academic writing experience. For both groups of students, traditional writing methods lose significance upon entering university due to the diverse academic practices in place (see Hyland, 2013). As Breeze (2012, p. 3) argued in *Rethinking academic writing pedagogy for the European University*, being capable of writing very well is not just a beneficial supplementary skill but, instead, it is absolutely necessary for numerous university students. To gain admission to universities, students must submit a statement of purpose letter in English or undergo a locally or internationally acknowledged English proficiency test in order to be accepted in their English-medium programs, meaning that student writing consistently serves as the sole means through which they "both consolidate and demonstrate their understanding of their subjects" (Hyland, 2013, p. 55). Undoubtedly, undergraduate students are the most vulnerable stakeholders of academic discourse communities with their limited academic writing experiences and interactions in contrast to the postgraduate students or professional academics/scholars who have accumulated academic-disciplinary knowledge, writing experience and communicative practice by producing various genres of academic texts in English, be it their native language or second/foreign language. Given the strenuous nature of academic writing, producing texts in different genres might thereby cause a double burden on the shoulders of NNES students.

So far, ELF research in academic settings has prioritized spoken interactions among stakeholders in the discourse communities (Baker, 2015; Björkman, 2018; Mauranen, 2006), and there is scarcity of research on ELF writing. Along with her research team at the Helsinki University of Technology, Anna Mauranen initiated the English as an Academic Lingua Franca (ELFA) corpus in 2003. The ELFA includes spoken language data coming from lectures and graduate events, such as seminars, workshops, conferences, panels and thesis defense meetings recorded in their natural course of action (Mauranen, 2006, 2012). The corpus includes dialogic or polylogic speech events among NNESs and NESs. Most research focusing on the spoken interaction in academic domains used the data available in the ELFA corpus and analyzed syntactic features and phraseological units of ELF, discoursal features such as preferences in discourse reflexivity, metadiscourse, and discourse organization, and the strategies ELF users employed for preventing linguistic misunderstandings (see Björkman, 2018 and Mauranen, 2006 for more). The initial priority given to spoken ELF over written ELF in academic settings is justifiable in the sense that "speech undoubtedly lends itself more readily to observing change than writing, which in its published form is heavily monitored and tends to be conservative" (Mauranen, 2006, p. 146) and

writing is a more controlled mode of expression which does not leave much room for flexibility and creativity (Kimura and Canagarajah, 2018). In contrast to the 1970s, where the focus of second language writing research was most vitally on syntactic and rhetorical aspects of texts created by NNES students and how these differed from native speakers' writing, recent years have seen a shift. Contemporary research recognizes NNES writers as integral members of discourse communities with unique practices and stances towards writing, and as language users who can leverage their multicultural and multilingual insights within their own languages (Hyland, 2003). And there are, of course, several studies on undergraduate writing in diverse EFL settings (see Altınmakas and Bayyurt, 2019; Hirose, 2003; Kobayashi and Rinnert, 2012; Leki, 2001; Lu and Ai, 2012; Manchón, 2009, 2011; Morton et al., 2015, Naghdipour, 2021), which, although including representative cases of ELF writing, do not however discuss their findings specifically from an ELF perspective.

In 2011, Mauranen and her colleagues initiated *The Corpus of Written English as a Lingua Franca in Academic Settings* (WrELFA, 2015) project, which helped to counterbalance the scarcity of ELF research in writing and uncover the characteristics of ELF academic writing. WrELFA consists of written data coming from unpublished and unedited academic texts, that is texts that have not been professionally proofread or checked by a native speaker, such as research articles (SciELF corpus, 759k words, 50% of total), academic research blogs (372k words, 24%) and doctoral examiner reports (402k words, 26%), produced by writers with different L1 backgrounds and from diverse academic disciplines (see http://www.helsinki.fi/elfa for more details). The WrELFA project and the studies conducted on the findings derived from its data have undoubtedly contributed to the field to a great extent. However, as Kimura and Canagarajah (2018, p. 303) argued, although corpus data offer valuable and genuine examples ELF academic writing, it falls short in depicting the ongoing process of writing or its intricate aspects as a social practice, and, therefore, "more process-oriented longitudinal approaches" are vital to account, for instance, for successive drafting and revising or the influence of literacy sponsons. We believe further research is needed not only to analyze the textual features of experienced scholars, but also to depict the complexities of academic writing in English experienced by all participants of academic discourse communities.

Bearing this in mind, we have selected three reputable journals (*Journal of English as Lingua Franca, Journal of English for Academic Purposes, and Journal of Second Language Writing*) in accordance with the scope of our paper (ELF, academic writing, and writing in a second/foreign language respectively). We reviewed all time published articles up until 2022 in these journals and used ELF and/or ELF paradigm, academic/writing as keywords in our search. We particularly intended to explore what these studies contribute to gaining insights into ELF writing.

2.2 Exploring academic writing practices through the ELF paradigm

Though the scope of the journal specifically focuses on ELF research, we came across a very limited number of studies conducted on ELF writing when we reviewed all issues of the *Journal of English as a Lingua Franca*. Yet, some of these studies are promising in the sense that newer approaches are developing in academic writing research using the ELF paradigm.

Using the data in ELFA and WrELFA, Carey (2013) investigated ELF users' high frequency organizing chunks (e.g., 'so to speak', 'in my view', and so forth). No statistically significant difference was

observed between spoken and written corpora in terms of the frequency of the occurrence of these organizing chunks. Comparing the spoken data from ELFA with the Michigan Corpus of Academic Spoken English (MICASE), Carey discovered that these organizing chunks were used twice as more by ELF users than by ENL speakers. Lorés-Sanz (2016) examined the rhetorical structure of abstracts authored by non-native English-speaking researchers who published in *Social Science Research* during the period from 2011 to 2016 to explore whether ELF users' rhetorical organizations are creating new patterns and reshaping the conventional abstract writing. Lorés-Sanz (2016) concluded that such researchers do not entirely adopt and conform to conventional style of abstract writing; they rather adapt it and create "hybrid ways of articulating moves" (Lorés-Sanz, 2016, p. 77), which portrays a new landscape in academic publishing. These two studies used data coming from scholars, namely experienced writers of English.

Unlike the two publications above, Smirnova and Strinyuk (2020) investigated Russian, fourth-year, management students' usage of hedging devices in their research papers, by comparing the data to the corpus of articles published by non-native professional scholars of the same field, i.e., business and management. They found that professional writers use more hedging than students, and student writers' patterns of use of hedging are in hybrid forms and different from those of professional writers. The results of that study are very significant, as they both illustrate the challenges student writers encounter while using hedging devices in their academic writing and suggest pedagogical implications for EAP courses. Smirnova and Strinyuk (2020) suggested that activities modified based on ELF corpora and materials illustrating how both experts and learners use English could assist students in acquiring the skills to effectively communicate their intended messages in ELF to a global audience, while also addressing "the necessary language and stylistic conventions established in a specific discipline" (Smirnova and Strinyuk, 2020, p. 84).

Different from the studies investigating textual features of academic ELF writers, with a more ethnographic approach, Ingvarsdóttir and Arnbjörnsdóttir (2013) explored the views of Icelandic academics from six different academic disciplines on their proficiency levels and use of English in the pursuit of getting published in international journals. Data were collected through a survey administered to 238 university lecturers and semi-structured interviews conducted with ten members of the academic staff. Their findings revealed that Icelandic academics feel confident about their level of general English proficiency whereas they need support for their academic English due to the pressure to publish in international journals. One of the striking findings is that lecturers from Humanities, Social Sciences, and Education seek more assistance and support, as their writing entails more mixed method research designs, qualitative data and discussions, compared to the works of lecturers from Natural Sciences whose research is based on quantitative data and more standardized and structured writing styles. Another interesting result of their study is related to the issue of identity; that is, for some respondents, their "ELF writing feels less genuine" (p. 140), which leads to disparities between their personal identities and professional selves. Ingvarsdóttir and Arnbjörnsdóttir (2013) also found that younger scholars had less difficulty in producing texts in English as they have exclusively written mostly all of their papers in English since the beginning of their academic careers. We believe that we need more studies like that of Ingvarsdóttir and Arnbjörnsdóttir (2013), which will investigate academic EFL writing practices by employing such ethnographic lenses.

In the *Journal of English for Academic Purposes (JEAP),* new articles discussing EAP/ESP writing and pedagogies from an ELF perspective have emerged during the last four years. Tribble (2017),

in his article "ELFA vs Genre: A new paradigm war in EAP writing instruction", very strongly and firmly challenged the criticisms brought on EAP instruction by ELF scholars (particularly Jenkins). He argued that labeling EAP instruction simply as "conformist" to Standard Written English and NES norms and, in turn, regarding pedagogies based on EAP/genre approaches and corpus studies less conformist and more flexible creates a kind of implicit hierarchy among the paradigms. Although agreeing with Jenkins that the power of the idealized native speaker model should be reduced and that NES norms should not be the measures of excellence, Tribble (2017) highlights that the ELF paradigm, which he thinks is based on a NES vs. NNES dichotomy, is insufficient to explain academic writing situations and misleading for the practice of writing. Considering the real needs and demands of university students and early career researchers, he argued that we need to embrace paradigms that align with students' requirements, instead of "attempting to introduce new paradigms" (Tribble, 2017, p. 40) that seem to lack an understanding of the distinctions between oral and written academic discourse. Similar to Smirnova and Strinyuk (2020), he suggested the use of expert and apprentice texts as exemplars of particular disciplinary-specific genres, so that both students and early career researchers can develop a notion of what counts as acceptable writing in their fields and build experience in writing these texts, regardless of their first languages.

Another research article which brings a fruitful discussion to the field is by McIntosh, Connor and Gökpınar-Shelton (2017). They first explained how paradigms and findings of ELF research and translingualism bring a more inclusive understanding to the writing situation in international university contexts and argue that scholars and educators should be more open to emerging hybrid forms and linguistic and rhetorical varieties. Although also acknowledging the maintenance of conventional norms of academic writing prevailing in academic discourse communities, they placed emphasis on principles of Intercultural Rhetoric (IR). As they suggested, IR allows educators and students to analyze "rhetorical features of texts in comparable genres across languages and cultures at different stages in the writing process" and can thus yield more productive results in terms of developing "a better sense of where variations occur, which ones constitute lingua franca or translingual phenomena, and which of these phenomena can be successfully deployed in particular contexts for specific purposes" (McIntosh et al., 2017, p. 17). We need more similar research on the effectiveness of the paradigms on academic writing practices of students/scholars and on writing pedagogies, along with the ones that are based on morpho-syntactic analysis and corpus data (see Wu, Mauranen and Lei, 2020, also in *JEAP*) to be able to draw a fuller picture.

In addition, studies which discuss student writing practices as a 'social practice' from sociolinguistic, ecolinguistic and academic literacies theoretical frameworks are important to understand the dynamics and the complexities of situated writing practices in international universities. Using the ROAD-MAPPING framework which seeks to comprehensively describe and explain EMEMUS settings, Dafouz (2020) published a research article in the *JEAP*, which is one of the first studies exploring practices and processes of undergraduate student academic writing from the perspectives of academic teaching staff in Spain. The case study employed qualitative research data collection and analysis methods; Dafouz (2020) asked via email four open ended questions to 26 lecturers in Business Administration bilingual programs and conducted content analysis to analyze the data. She presented her findings under five themes: practices and processes, academic disciplines, roles of English, language management, agents, internationalization and glocalization, each of which is supported with excerpts from lecturers' responses and reveals significant insights about EMEMUS. She found that academic writing

situations in EMEMUS contexts were highly influenced by two "diverging factors": what students bring from their local educational conventions, and "covertly" inherent international forces (Dafouz, 2020, p. 10). Dafouz (2020, p. 10) concluded that "language management policies", "different disciplinary conventions, different types of agency, and/or issues of internationalisation and glocalisation of HEIs" are some of the factors that need to be taken into account to gain a holistic understanding of student academic writing in any international university context.

In the *Journal of Second Language Writing (JSLW),* there are several research articles and short communication articles exploring writing development/performance/strategies, composing processes of EFL/ESL learners/students, beliefs, practices and professional development of EFL/ESL/EAP teachers, writing instruction in particular EFL/ESL contexts, along with studies investigating L1 influence on organizational patterns and construction of arguments and the effect of L2 competence or feedback on syntactic complexity or writing development of EFL/ESL learners. These studies use EFL/ESL to refer to the context and the participants of the study, i.e., expanding circle or international students in inner circle contexts, situated writing practices and English learning and writing histories of students, with little or none references to idiosyncrasies of ELF contexts or the ELF paradigm. In his short communication, Naghdipour (2021) used ELF interchangeably with EFL. Disciplinary dialogue articles, such as those by Belcher (2014), Hirvela (2017), Kirkpatrick (2017) and Stapleton (2017), discussing how EFL/ESL students' writing performances or argumentation is shaped by their lingua-cultural backgrounds and previous writing instruction/experiences and how these and IR can guide writing teachers' approaches to teaching of argumentation open up invaluable space for unfolding the realities of NNES writers, and in a way, of ELF contexts. In *JSLW*, the position of ELF and WE paradigms in academic writing are more explicitly discussed in articles which investigate the challenges faced commonly by NNES scholars publishing high-stakes academic texts in international journals due to their linguistic deviations from standard English forms and monolithic conceptualizations of academic writing held by mainly NES editors, reviewers and copyeditors functioning as gatekeepers and literacy brokers (Flowerdew and Wang, 2016; Hartse and Kubota, 2014; Hyland, 2016). These studies initiated crucial dialogues and significantly contribute to the field by familiarizing the readers about how EFL, WE or translingual paradigms, with a focus on intelligibility and constructive interaction between the scholars and the literacy brokers, alter the approaches to NNES scholars' texts and maximize the opportunities for publishing internationally.

We believe there is need for more studies striving to understand how the ELF writing situation is experienced by undergraduate students (also see Hiller, 2021 for incorporation of translanguaging in an EAP course as an innovative example). Flowerdew (2015) emphasized that adopting an ELF perspective in academia can bring tolerance towards EAP/ESP practice in native -speaker oriented higher education contexts (see also Mur Dueñas, 2013; Paltridge, 2015). Studies investigating the writing experiences of undergraduate students in ELF contexts can not only enrich the data in the existing written ELF corpora, but it can provide significant insights for instructors and faculty members in their approach to their students' written texts. Developing an ELF perspective in their evaluations of their students' written work, in return, would enable these academics to take more informed, confident, flexible and creative approaches to their own research and publications.

3. Future directions in L2 writing research from an ELF perspective

We can conclude that there is a need for further research on the impact of an ELF perspective into academic writing resembling multilingual and multicultural perspectives that are already investigated in relation to L2 writing in diverse academic contexts ranging from K12 to higher education (see Altinmakas and Bayyurt, 2019; Yılmaz, 2021; Yilmaz and Römer, 2020). While there are existing studies that investigate the linguistic aspects of L2 use in academic writing from an ELF or second/foreign language learning perspective, examining metadiscoursal features of the EAP practices of language learners or conducting corpus analyses of linguistic aspects in EAP practices of ELF users, there is still a need to explore beyond these aspects of L2 writing. It is essential to examine how translingual practices influence both written and spoken English language use in diverse academic contexts worldwide, particularly as EMI universities increase in number, catering to multilingual and multicultural student populations. Projects like WrELFA (2015) and other corpora studies (e.g., Yılmaz, 2021; Yılmaz and Römer, 2020) focusing on EAP and ELF interfaces have significant contributions to our understanding of how English is used in such diverse academic contexts and how the conceptualization of ELF can be positioned in relation to the already well established and constructed areas of study such as EAP or ESP. However, as L2 writing researchers who value the significant contribution of contextual issues in language use of L2 learners and users, we may design research projects on L2 writing from an array of perspectives taking into consideration shifting paradigms of research from essentially monolingual to multilingual contexts, due to factors like migration, study abroad programs in higher education and job opportunities.

In their joint introduction to a journal special issue on the pedagogy of ELF, Bayyurt and Dewey (2020) highlighted the involvement of the concepts of polylanguaging and translanguaging in everyday language use emphasizing how different languages are used concurrently and collectively in everyday interactions. This shows how linguistically and culturally diverse the English-speaking populations are in contexts where English language is used for various purposes including academic writing (Bayyurt and Dewey, 2020). Hence, in academic writing just like in other domains of language use, the differences between languages and their contribution to academic discourse can be seen as multiple resources that students can utilize for successful communication outcomes rather than barriers (Horner et al., 2011). Investigating the contribution of multiple language use in academic writing may in this sense contribute to our understanding of the integration of ELF in academic writing in plurilingual and multilingual contexts.

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Addressing the impact of teachers' self-efficacy beliefs on the integration of ELF-aware practices

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The rise of English as a lingua franca (ELF), a means of communication between people who do not share the same mother tongue, has prompted a shift from traditional teaching to ELF-aware teaching. For teachers to act as potential agents of change, their self-efficacy beliefs become a determining variable for the successful implementation of change in class. This paper aims to address the role that teachers' self-efficacy beliefs play in determining their decision-making to adopt ELF-aware teaching practices. A total of 951 Greek teachers of English responded to a questionnaire whose purpose was twofold: (i) to check if English as a foreign language (EFL) teachers incorporate practices that are compatible with the ELF perspective, and (ii) to uncover if higher-level self-efficacy beliefs on classroom management, student engagement, and instructional strategies would entice them to adopt ELF-aware practices in their classes. With the help of statistical tools, we found 10 items that form an ELF index, a unidimensional scale that is associated with ELF-aware teaching approaches. Our analysis shows that higher levels of teachers' self-efficacy are indeed associated with higher values on the ELF index. However, it seems that significant variations emerge when emphasis is placed on the extent to which each of the three dimensions of self-efficacy affects the ELF index. This finding bears implications for the steps needed to be taken towards enhancing teachers' self-efficacy beliefs that would lead to the implementation of ELF-aware teaching approaches in their EFL classes.

Key words: teachers' self-efficacy, English as a lingua franca, ELF-awareness, empirical research

1. Introduction

The widespread use of English in the worldwide community reinforces the need for shifting from conventional practices of teaching English as a foreign language to ELF-aware lessons, which will encourage mutual intelligibility and successful communication in future exchanges, and, in that way, address the complex needs of language learners (Sifakis et al., 2020). ELF-aware teaching is

based on the premise that teachers aspire to improve their current teaching practices, seek ways for professional development, and wish to help learners to become competent users of the English language in the global village. Undoubtedly, to achieve this, teachers ought to be willing to act as agents of change. However, with particular reference to the Greek educational context, Sifakis (2009) claims that even though Greek teachers seem to recognize the need for intelligibility among non-native speakers of English, they are reluctant to abandon their established teaching practices with their learners.

A substantial body of research (Gibbs, 2003; Nie et al., 2012; Oddone, 2016) has highlighted that teachers' self-efficacy beliefs act as a filter when considering new approaches that could potentially be added to their repertoire of teaching techniques and practices. Thus, teachers' perceptions about teaching and their self-efficacy beliefs, in particular, seem to be very important for the goals they set for themselves and their learners, and the way they decide to pursue these goals in their effort to accomplish desired outcomes.

To gain an in-depth understanding of the study presented in this paper, we first outline what teachers' self-efficacy beliefs entail and the impact they have on subsequent teaching practices, and thereafter we delve into English as a lingua franca and ELF-aware teaching practices. Then, we present the rationale of our study, the methodological procedure followed, and the results rendered. Finally, we interpret the results in the light of relevant studies and consider possible implications associated with the current research.

2. Theoretical background

2.1 The impact of teachers' self-efficacy beliefs on teaching practices

Self-efficacy is the conviction that one can carry out an activity or accomplish a specific goal. According to Bandura (2006, p. 307), "the efficacy belief system is not a global trait but a differentiated set of self-beliefs linked to distinct realms of functioning". Thus, self-efficacy beliefs serve as the cornerstone of human motivation, well-being, and personal achievement, since people lack the urge to take action or persist in the face of challenges or absence of particular beliefs (Bandura, 1997, 2006). Teachers' performance also seems to be deeply influenced by the self-efficacy beliefs teachers hold for themselves. Teachers' self-efficacy is "an important motivational construct that shapes teachers' thoughts, behaviors, and emotions" (Poulou et al. 2019, p. 26). Research conducted over the past three decades has unveiled that teachers' perceptions of their self-efficacy have a significant impact on actual classroom practices and student learning (Abernathy-Dyer et al., 2013; Klassen et al., 2011; Poulou et al., 2019) and by knowing these perceptions it is easier to make predictions about teaching practices they use in their classrooms (Peña-López, 2009).

Teachers' self-efficacy beliefs have been investigated as predictors of motivation and creativity (Barni et al., 2019; Cayirdag, 2017), of learners' academic achievement (Caprara et al., 2006; Gu and Benson, 2015; Klassen and Tze, 2014), and as parameters responsible for the use of innovative practices implemented in class (Hsiao et al., 2011; Kirschner et al., 2004). Furthermore, they have been found to be highly correlated with teachers' willingness to introduce new and more learner-centered teaching approaches (Nie et al., 2012; Rimm-Kaufman and Sawyer, 2004), while considering the integration of innovative tasks into their teaching practices as challenges and not

as dangers that could lead to failure (Pajares, 1997). To add to this discussion, Tschannen Moran and McMaster (2009) claim that highly efficacious teachers recognize the importance and feasibility of incorporating innovative practices in their teaching.

Three dimensions are incorporated in teachers' self-efficacy: self-efficacy for classroom management, instructional strategies, and student engagement (Tschannen-Moran and Woolfolk Hoy, 2001). The premise held in this paper is that the role of self-efficacy beliefs is fundamental for teachers' decision-making to implement innovative teaching practices (Hsiao et al., 2011; Nie et al., 2012; Oddone, 2016) and "to integrate the teaching of ELF strategies into established, EFL-bound practices" in Greek state school classrooms (Bayyurt and Sifakis, 2015, p. 119). The present study aims to uncover which, if any, of the three dimensions of teachers' self-efficacy beliefs mentioned above play an important role in the teachers' decision to enrich their current teaching practices with ELF-aware instructional activities that reflect their perspective of the ELF concept (Sifakis and Bayyurt, 2018). In the next section, we will address the issue of English as a lingua franca so as to clarify what it entails and why we believe it is important to incorporate ELF-aware activities in Greek schools.

2.2 Situating English as a Lingua Franca: Some considerations

The largest group of English users is believed to be those who use it as a lingua franca and do not share the same first language. Research on ELF only began around 1990 (Jenkins, 2006) and has built on World Englishes research concentrating on more global, intercultural, and multilingual perspectives of the English language.

English is currently the most common language used for international communication. It is the most often taught foreign language at all educational levels in practically all countries (Eurydice and European Commission, 2012). It is used in different contexts and in different ways for a variety of purposes. "It is a contact language, a lingua franca, and a language in flux" (Rose et al., 2021, p. 159). Based on this premise, it seems that the change in the status of the English language bears particular implications for the language classroom as noted by Siqueira (2020), who maintains that, in order to improve our ELT practices, we need to investigate the potential that ELF presents.

The use of the English language as a means of communication among people from different linguistic backgrounds and the growing body of research proving this use has led researchers to address the discrepancy between what is taught in schools and how English is used outside the classroom (Rose et al., 2021). In an attempt to address the issue of implementing ELF instructional practices in the language classroom, Matsuda and Friedrich (2012, p. 17) contend that this calls for innovation and argue that the "linguistic, cultural and functional diversity associated with English today challenges some of the fundamental assumptions of English language teaching (ELT) and requires that we revisit our pedagogical practices".

To clarify the picture regarding ELF, Sifakis (2019, p. 303) asserts that "ELF is not one specific codifiable variety (a 'thing') but a series of communicational strategies (a 'way')" and our intention should be to "integrate ELF into ELT" (Sifakis et al., 2018, p. 190). At the same time, Swan (2012, p. 389) states that ELF and ELT are "on opposite sides of the same coin" and "need not be in competition, but rather feed into one another" (ibid). The teachers' use of a blend of ELF-aware practices and EFL methods will ensure that the classroom simulates as closely as possible the

situations that learners are likely to face while using English in their future communication exchanges with persons from different linguistic and cultural backgrounds (Siqueira, 2020).

In the Greek educational context, the findings of a survey administered to EFL teachers have shown that these teachers "are major stakeholders" (Sifakis, 2011, p. 399), and therefore it would be interesting to investigate whether the implementation of particular teaching practices is influenced by their beliefs. Previous research (Sifakis and Sougari, 2005) also conducted in the same context has suggested that teachers have deep-rooted views about the way English is used both in and out of the classroom and that their limited or extended knowledge of the global function of English has neither convinced them to abandon native speaker norms which are "dominant in Greek teachers' beliefs" (ibid, p. 483) nor to reconsider their typical EFL teaching methods. This indicates that it becomes even more pertinent to make teachers aware to what extent the ELF perspective appears in teaching material and resources and how to integrate ELF into their EFL classroom and help them change their deeply-rooted beliefs (Sifakis and Sougari, 2005).

2.3 ELF awareness as a notion and a framework

Being ELF-aware entails having a deep understanding of the concepts, principles, and implications associated with the use of English as a global means of communication among speakers who do not have English as their first language, becoming aware of your own perceptions regarding important ELF-related issues, and reappreciating your beliefs and teaching practices used in class (Sifakis, 2021). ELF awareness is defined as the process of becoming familiarized with ELF research and understanding how ELF can be incorporated into a particular teaching situation by continuously being engaged in "critical reflection, design, implementation and evaluation of instructional activities that reflect and localize one's interpretation of the ELF construct" (Sifakis and Bayyurt, 2017, p. 459). Special attention should be paid to how the form and scope of ELF awareness change over time as they largely depend on the stakeholders' local context (Seidlhofer, 2011). It is through ELF awareness that it becomes possible to make decisions about linking ELF and EFL to varying degrees depending on the specifics of each particular situation (Sifakis, 2019). According to Sifakis (2019), the construct of ELF awareness comprises three components: (i) raising learners' awareness of language and language use within the context of ELF, (ii) teachers becoming aware of instructional practice followed or not followed in the classroom, and (iii) awareness of learning, i.e., the "gradual change and (ultimate) transformation of [stakeholders'] attitudes in ELF awareness" (2019, p. 289).

As mentioned above, teachers hold beliefs that are difficult to shake off. Therefore, it has been suggested that changes in teachers' normative mindsets cannot occur unless teachers are willing to follow a rigorous teacher education program. In this vein, Bayyurt and Sifakis (2017) advocate that EFL teachers should have ample exposure to the intricacies of ELF, and then through their engagement in action research to experiment with it and contribute to ELF research on their own. Therefore, teachers adopt "appropriate ELF-related methodologies with and for their learners" (Sifakis, 2019, p. 297) and if necessary, modify their practices according to the peculiarities of their unique setting. However, in order to achieve that, they should also comprehend the learning profiles and attitudes of both their students and other stakeholders (i.e., policymakers, courseware designers, and curriculum developers among others) to create a "mixture" of EFL and ELF-aware activities that fit well with their unique educational context and their learners' personal

traits. Only then will ELF-aware teaching practices not be "imposed upon learners in a one-size-fits-all manner" but rather be "the result of research and decision-making by the informed practitioner" (Sifakis, 2022, p. 204).

2.4 The link between teachers' self-efficacy beliefs and ELF awareness

"ELF is not 'teachable' (Kordia, 2020, p.399); by adopting "a structured approach to ELF teacher education" based on "a transformative theoretical framework" (Sifakis and Bayyurt 2018, p. 459), it becomes feasible to help teachers become conscious of their beliefs, question their beliefs after some exposure to ELF examples, and finally design their own ELF-aware activities. Simply stating one's beliefs does not prove that this is unquestionably the fact, which is why in our research we also look into the topic in other ways (such as through classroom observation, interviews, etc.).

Reflective teaching and teacher self-efficacy seem to be two interconnected concepts in education as it seems that there is a clear and positive correlation between reflective teaching and EFL teachers' efficacy (Braun and Crumpler, 2004). Regarding the impact of self-efficacy on reflective teaching, Thoonen et al. (2011, p. 504) "identified experimenting and reflection as important activities teachers are engaged in as part of their work to improve their practice and promote student learning". The ELF-awareness framework suggested by Sifakis and Bayyurt (2017) intends to give teachers the opportunity to experiment in class. By raising their critical awareness of how flexible their existing educational environment is, teachers can be encouraged to be involved in action research (design, implement, evaluate), which offers reflective teaching practice. Teachers' engagement in action research will provide them with concrete evidence that serves as a starting point for data-driven reflection that could enlighten and improve their perspectives about their own self-efficacy beliefs. As ELF awareness depends on critical reflection on one's beliefs and practices, it is unequivocally related to self-efficacy.

To sum up, we can say that the ELF awareness transformative framework leads to reflective teaching, which helps teachers build their self-confidence, enhances their self-efficacy beliefs, and urges them to embrace ELF-oriented principles and practices. Therefore, it is important to revisit the widely researched area of teachers' self-efficacy beliefs so as to identify those dimensions of self-efficacy beliefs that play a decisive role in shaping teachers' instructional practices and their eagerness to incorporate ELF-aware teaching as part of their mainstream classes.

3. The present study

3.1 Aim of the study

The accelerating educational globalization demands more efficacious teachers with high self-efficacy beliefs who will prepare the new generations of learners for the upcoming challenges. To this end, our research attempts to uncover whether the three dimensions of teachers' self-efficacy have an impact on teachers' intention to integrate ELF in their classrooms. The research questions that our study has sought to answer are the following:

1) To what extent do EFL teachers incorporate ELF-aware practices in their teaching?
2) Do higher-level self-efficacy beliefs on classroom management, student engagement, and instructional strategies have a positive impact on teachers' inclination to adopt ELF-aware teaching practices?

3.2. Participants

Our survey was conducted among 951 English teachers (female, N=888, 94.2%; male, N=55, 5.8%) working in Greek state primary (N=444, 46.8% and secondary (N=460, 48.5%) schools (junior and senior high school). Most of the teachers who took part in the survey work in schools located in medium-sized cities (N=381, 40.7%), quite a few of them in large cities (N=355, 37.9%), and only few of them in rural areas (N=200, 21.4%). The participants' age range was as follows: up to 30: 1.8% (N=17); 31-40: 14% (N=132); 41-50: 45.3% (N=429); 51-60: 36.8% (N=348); 61+: 2.1% (N=20). While many of the respondents (N=422, 46.2%) had pursued postgraduate studies at the Master's level, only a small number (N=33, 3.6%) held a doctorate in a relevant field. The majority (N=734, 77.3%) of teachers had more than 15 years of teaching experience, followed by 14.5% (N=138) who had 11–15 years, 5.2% (N=49) who had 6–10 years, 2.3% (N=22), and only 6% (N=6) of teachers who had very little experience (i.e. 0-1 year). Finally, when it came to employing new technology in their classroom practices, 35.9% (N=340) of the teachers considered themselves very skilled, 44.9% (N=425) moderately competent, 16.3% (N=154) somewhat competent, and only 2.9% (N=27) not at all proficient.

4. Methodology

4.1 Instrument and procedures

Research was conducted with an online questionnaire, in-class interviews and classroom observations. We should make clear that only some of the items of the questionnaire are covered in this paper, the other will be the subject of a future publication. For the main survey, an email was sent to the official email addresses of state primary and secondary schools across Greece. The gathering of the data lasted from June 2021 to September 2021. Two reminders were sent in the meantime to increase the response rate. The study has received ethical approval from the Ethics Committee of the Aristotle University of Thessaloniki.

To gather responses from a large number of people and document their opinions, experiences, and actions, the online survey creation tool LimeSurvey was used. To be more specific, the questionnaire administered comprises two parts which make use of (i) a Likert scale, (ii) single-choice items, (iii) multiple-choice items, and (iv) open-ended questions. Part A includes questions on teachers' self-efficacy beliefs, the innovative teaching practices they tend to use, and other factors (e.g., cooperation with students' parents and colleagues, teachers' professional development, etc.) that may have an impact on their self-efficacy. Concerning the innovative practices reported in this paper, the respondents were asked to indicate the extent to which they prepare their learners to perform certain actions, by marking their responses on a scale ranging from "Not at all" (coded as 1) to "A great deal" (coded as 5). The questionnaire that was used to measure teachers' self-efficacy was adapted from two pre-existing questionnaires (Choi and Lee, 2016; Tschannen-Moran and Woolfolk Hoy, 2001) so as to look into the three dimensions of teachers' efficacy (i.e. for classroom management, instructional strategies, and student engagement (Tschannen-Moran and Woolfolk Hoy, 2001). The respondents were expected to state the extent to which they considered themselves capable of performing in class in a certain way, by marking their responses on a scale ranging from "I cannot do it at all" (coded as 1) to "I certainly can do it" (coded as 6). Part B comprises questions on various socio-demographic variables such as age, gender, teaching experience, teaching level, academic degree/s obtained, current school

location, competence in implementing new technologies, and professional development. It should be noted that only items relevant to the study presented in this paper are mentioned.

4.2. Data analysis

The questionnaire data were analyzed with the help of the Statistical Package for the Social Sciences (SPSS, version 28). Descriptive statistics were used to determine mean values, minimum and maximum values, and standard deviations. To determine the internal consistency of the 10 ELF items Cronbach's alpha rendered the value of 0.876, which is above 0.8, a level typically thought to be the threshold of high reliability. Further statistical tests run with the help of reliability analysis and exploratory factor analysis have shown that ten items included in the questionnaire make up a scale called “Index of ELF - Innovative Teaching Practices”.

To measure the homogeneity of the items forming the multi-item scales for classroom management (e.g., “I can manage student discipline and control disruptive behavior”), student engagement (e.g., “I can help my students value learning English”), and instructional strategies (e.g., “I can adjust teaching and learning activities to my students’ needs”), consisting of 7, 7, and 8 items respectively, we have once again checked the internal consistency of the items of each scale. To this end, reliability analysis and exploratory factor analysis have yielded that each set of items constitutes a unidimensional scale. More specifically, Cronbach’s alpha for classroom management (.903), student engagement (.910), and instructional strategies (.920) was above 0.8, thus reflecting high reliability. Based on these findings, we have created an index for each of the three dimensions of teachers’ self-efficacy as well. Finally, a linear regression analysis was run using the ELF-Innovative Teaching Practices as the dependent variable and the three self-efficacy indexes as independent variables to measure the extent to which each of the teachers’ self-efficacy dimensions (classroom management, student engagement, and instructional strategies) has an impact on the integration of ELF-aware practices into their teaching. In all testing procedures, the significance level is set at $p<.05$.

5. Results and discussion

5.1 Teachers’ beliefs about the implementation of ELF-aware practices

The respondents were asked to choose among several teaching practices related to ELF and indicate the ones they use in class to develop learners’ communication abilities and other transversal skills (e.g., critical thinking, organizational skills, teamwork, etc.). More specifically, the 10 items that form the Index of ‘ELF-Innovative Teaching Practices’ are presented in *Table 1* below.

The practices that seem to be incorporated in class in order of decreasing preference are as follows: cultivation of learners’ intercultural awareness (M=4.26), use of communication strategies for effective communication (M=4.17), attention to the learners' constantly changing needs (M=4.17), and encouragement of fluent communication (M=4.10). It seems that, to a lesser extent, teachers expose their learners to real-life interactions between non-native speakers (M=3.72) or different accents of English (native and non-native ones) (M=3.64). However, these practices seem to be necessary for language teaching because they promote learners’ better understanding of the language (Liu, 2016; Lopriore, 2023). Previous findings by Young and Walsh (2010) and Seidlhofer (2011) suggest that most teachers in their study would prefer to have a “standard” variety of English to teach, the one that would be appropriate to their local context.

Table 1 *Index of 'ELF- Innovative Teaching Practices'*

Which of the following teaching practices do you use?	N	Min	Max	Mean	Std. Dev.
Use of communication strategies for effective communication	935	1	5	4.17	.781
Attention to the learners' constantly changing needs	934	1	5	4.17	.782
Exposure to different accents of English (native and non-native ones)	932	1	5	3.64	1.032
Encouragement of fluent and flexible communication	932	2	5	4.10	.793
Exposure to real-life interactions between non-native speakers	938	1	5	3.72	1.057
Cultivation of intercultural awareness	935	1	5	4.26	.868
To what extent would you say that you prepare your learners…					
…to learn about different cultures?	943	1	5	4.31	.783
…to communicate with people from different linguistic backgrounds?	940	1	5	4.10	.865
…to use English freely and not worry about making mistakes in grammar, syntax, or pronunciation?	942	1	5	4.37	.786
…to engage in authentic interactions?	936	1	5	4.01	.883

As far as the Greek educational context is concerned, EFL teachers seem to consider native speaker accents as unimportant to be addressed in the language classroom (Georgountzou and Tsantila, 2022; Sifakis and Sougari, 2005) although Matsumuto claims that it is very useful to familiarize students with "various Englishes" (2011, p. 110). Greek teachers seem to prioritize effective communication but they are hesitant towards using authentic NNS interactions (Georgountzou and Tsantila, 2022). In Greece special emphasis has been given to intercultural education, on the other hand, as reflected in the integrated foreign language curriculum, which explains why cultivation of intercultural awareness seems to be a high priority for Greek EFL teachers (Petosi and Karras, 2020). Finally, many of the teachers claim that they pay attention to the learners' constantly changing needs. According to Sifakis and Sougari (2003), it is essential that teachers identify non-native speakers' communicative needs and help them not only become fluent users of the foreign language but also owners of English as an international language. For this to happen, teachers "ought to privilege fluency towards correctness and offer opportunities of participation in authentic ELF interactions with a focus on communicative form and function" (Cannelli, 2021, p. 159). But how certain are they that they actually know what these changing needs are? It is through critical reflection that they may either confirm this belief or disprove it. We must keep in mind that there are cases in which teachers' perceptions do not coincide with learners' about their learning needs and "learners are often more aware than their teachers of those teaching choices that are more effective for their learning" (Lopriore, 2021, p. 39).

Regarding the extent teachers claim they help their learners enhance their fluency and communicative skills, as depicted in *Table 1*, the highest mean score was assigned to the need for the preparation of the learners to use English freely without concern over making mistakes in terms of grammar, syntax or pronunciation (M=4.37) and learning about different cultures

(M=4.31), but lower mean scores were assigned to the need to communicate with people from different linguistic backgrounds (M=4.10) or engage in authentic interactions (M=4.01). These findings are in agreement with those drawn during a study by Lightbown and Spada (2021, p. 108) that "exclusive focus on accuracy and practice of particular grammatical forms does not mean that learners will be able to use the forms correctly outside the classroom".

5.2 Factors affecting the implementation of an ELF-aware teaching approach

As aforementioned, the focus of this paper is on ELF and the effect each of the three dimensions of teachers' self-efficacy has on the adoption of ELF-aware teaching practices. The results of linear regression analysis have yielded that student engagement self-efficacy (p<0.001) and instructional strategies self-efficacy (p<0.001) are positive predictors of teachers' inclination to integrate ELF as shown in the following table (see *Table 2*) and they increase the probability of teachers to employ ELF-aware practices in their classrooms.

More specifically, regression analysis has yielded that if student engagement self-efficacy is increased by one unit (for instance, if the student engagement self-efficacy score of a teacher is increased from 3 to 4), teachers' inclination to integrate ELF will increase by 0.153 units (see Table 2) and if instructional strategies self-efficacy is increased by one unit, ELF will increase by 0.289 units. However, the same does not apply to classroom management self-efficacy (p=0.061>0.05), which does not seem to exert influence on teachers' willingness to adopt an ELF-aware perspective. This indicates that teachers' high efficacy in student engagement and instructional strategies is a strong predictor for the implementation of ELF innovative teaching practices. More specifically, teachers, who have an inner drive to make their learners value learning English, motivate them, exert influence on learners' academic development positively, and cater to their needs, are more inclined to introduce ELF-aware practices in class. ELF awareness framework will give them the tools to integrate ELF into their EFL practices through action research (i.e., by designing, implementing and evaluating lesson plans, and self-reflection (Sifakis and Bayyurt, 2018). Action research places a strong emphasis on teachers' self-reflection and integrates in class research and action (Shealy, 2019) and involves planning, acting, observing, and reflecting on aspects of teaching. What is more, reflective practice is "an important educational paradigm that should be supported in teacher education and development programs" (Farrell, 2016, p. 223), as it helps teachers gain deeper insights, improve their performance, and contribute to meaningful change within their educational environments. On the contrary, teachers' high efficacy in dealing successfully with disruptive behaviors and managing routines and procedures is not an important predictor for teachers' willingness to use ELF. Effective teachers should manage their classrooms effectively in order to better accomplish their educational objectives and cater for their students' needs. Self-efficacy is a three-dimensions notion and each of them plays some role on how much efficacious a teacher feels. However, since we are talking about integrating ELF practices in their EFL class their efficacy on keeping students engaged and using the appropriate instructional strategies are both much more important than keeping them disciplined and control disruptive behaviour.

Table 2: Self-efficacy beliefs as ELF predictors (linear regression)

	B	Sig.
(Constant)	1.639	**<0.001**
Classroom Management Efficacy	0.054	<0.061
Student Engagement Efficacy	0.153	<**0.001**
Instructional Strategies Efficacy	0.289	<**0.001**

a. Dependent Variable: Innovative Teaching Practices

6. Conclusion and implications

In this paper, we sought to determine whether Greek EFL instructors use practices that are in line with the English as a Lingua Franca perspective and if teachers' high self-efficacy in classroom management, student engagement, and instructional strategies impacts on their eagerness to implement ELF-aware teaching practices. It has been found that teachers hold beliefs that influence their teaching practices and the same applies to teachers of English (Choi and Lee, 2016). According to Sougari (2019, p. 204), "these efficacy beliefs will pave the way for the endorsement of new practices that could lead to a form of ELF-aware teaching". Furthermore, teachers with strong self-efficacy beliefs are more likely to implement innovative instructional practices in their classes (Guskey, 1988) and seem to be more open to new ideas, more committed to duty, and invest greater effort in teaching (Tschannen-Moran et al., 1998).

Sifakis (2009) contends that the Greek school is an appropriate context where an ELF curriculum can be applied since teachers believe in the usefulness of communication between non-native speakers; however, it seems that they hold beliefs connected to a more traditional way of teaching, thus making them hesitant towards the application of ELF-aware practices in their classrooms. This issue has arisen in our study as well; even though the teachers acknowledge the use of several communication strategies, they seem to be skeptical of exposing learners to real-life interactions or to different accents of English. This finding contradicts the conclusions drawn during a professional development course (ENRICH) that teachers from five different countries find it necessary "to provide learners with real life exposure" and "use authentic English" (Lopriore, 2021, p.40).

It is an unequivocal fact that teacher efficacy is a "multi-faceted, multidimensional, and complex" (Kleinsasser, 2014, p. 176) concept, and reference is made to teachers' self-efficacy as a three sub-dimensional construct comprising classroom management self-efficacy, student engagement self-efficacy and instructional strategies self-efficacy. The purpose of this paper was to gain a more refined insight into the three teachers' self-efficacy dimensions and to investigate to what extent these dimensions have a positive or negative impact on Greek language teachers' determination to adopt ELF-aware teaching practices in their teaching. The findings of the present study indicate that there is a positive relationship between ELF and two of the three dimensions of teachers' self-efficacy. More specifically, students' engagement and instructional strategies self-efficacy seem to have a positive effect on teachers' inclination to adopt ELF-aware teaching practices but on the contrary teachers' self-efficacy to manage their classroom seems to have no significant impact on the integration of ELF-aware practices in their EFL class.

Based on the findings of the present study, practical implications for the application of ELF-aware teaching practices in the Greek language classroom can be drawn. As the use of English changes

and in turn impacts on the needs of prospective users who need to be prepared to interact effectively in ELF encounters, the lessons ought to be designed with this perspective in mind. As professed in the literature (Sifakis, 2014, 2020), it may be rather difficult for teachers to shift from traditional teaching practices to an ELF-aware perspective to teaching; it seems that to achieve this shift, particular steps (i.e. teacher involvement in critical reflection, design, implementation, and evaluation of instructional activities; Sifakis and Bayyurt, 2018) towards enhancing teachers' self-efficacy beliefs ought to be taken so as for teachers to be more willing to embrace innovative practices. What is more, in order to strengthen these beliefs we should deal with those factors that have a positive impact on these two dimensions (i.e. student engagement and instructional strategies) of teachers' self-efficacy. More specifically, the teachers' self-image, recognition of teachers' efforts by their learners (Cheung, 2008), the teachers' perception of their role as a facilitator, their cooperation with the learners' parents (Koutrouba et al., 2009) and the ongoing professional development on student engagement and competence in using new technologies seem to enhance teachers' sense of self-efficacy.

EFL teachers working in Greek state schools seem to realize the importance of catering for their learners' needs in a constantly changing multicultural society. However it seems that "awareness leads to improved teaching practice and increased learner performance" (Sifakis 2021, p. 129). The insight that ELF cannot be taught in ways that EFL is taught is the foundation for ELF awareness. "ELF awareness is capable of reinforcing teachers' autonomy, which reinforces, by extension, their professional development" (Sifakis, 2018, p. 38).

Teachers' open-mindedness in our case is significant and promising for the implementation of an ELF-aware teaching perspective in the Greek educational context, once they have received appropriate training and guidance. According to Sougari (2019), teachers need to become knowledgeable about what it means to be a member of an ELF community and how to engage in ELF-aware teaching. To sum up, as Sifakis claims (2020) the best kind of informed practitioners are teachers who a) are aware of a range of teaching techniques and strategies, b) are well-informed in command of their own educational context, and c) know how to evaluate the effectiveness of the ELF-aware activities they decide to employ in class. Only then they will integrate effectively ELF within EFL. Overall, it seems that teachers ought to be involved in more directed training, to learn how to reflect on their deep-rooted beliefs, how to be involved in action research as a means of reflective teaching and modify, if and when necessary, their principles and practices to cater for their learners' communicative needs. Thereafter, through action research (i.e., by designing, implementing, and evaluating activities (Sifakis and Bayyurt, 2017), they may indeed develop self-confidence and enhance their sense of self-efficacy.

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ELF in pre-service teacher education: Moving beyond theory

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The role of pre-service English Language Teacher Education is crucial to help the new generation of English teachers bridge the gap between theoretical discussions in the field of ELF and classroom practice. With this in mind, the aim of this paper is to present some findings from two ongoing PhD research studies on ELF awareness in teacher education. The investigations were carried out in two different public universities in the state of Bahia, Brazil. They both aim at identifying the way future English teachers perceive the teaching of English under an ELF perspective. The literature used to support and direct both studies is based on works of researchers affiliated with recent ELF studies, such as Sifakis et al. (2018); Bayyurt and Sifakis (2015, 2017), Gimenez et al. (2015a, 2015b, 2018), among others. One investigation is action research and the other one is an ethnographic study. Data came from both micro-teaching conducted by participants with their peers and presentation of teaching sequences in which they had the opportunity to integrate their evolving understanding of ELF and its implications into practical teaching activities. The way the student teachers translated ELF theories into teaching steps suggested signs of critical reorientation of their beliefs toward ELT and English use, demonstrating that they are open to integrate ELF into their future experiences both in the classroom and in real-life contexts.

Key words: English as a lingua franca, ELF awareness, teacher education

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1. Introduction

As well known, and not free from controversy, the importance of ELF as a research field in the area of Applied Linguistics has been recognized and consolidated over the years. Due to the fact that ELF "promotes a radical change in the way we think about English as well as language more broadly, it has received perhaps more than its fair share of criticism" (Jenkins, 2018, p. 2). But again, throughout the different phases posited by Jenkins (2015), the field has mushroomed within different fronts since its early days, including the implications of its research findings to

English language teaching. Within English pedagogy as a whole, our focus in this article lies specifically in teacher education. According to Dewey and Patsko (2018, p. 441), the relevance of ELF for English language teacher education encompasses both "the relation to the way language awareness and language analysis are dealt with as well as the way methodology is presented". In these authors' view "a more plurilingual methodological approach would be far better suited to incorporating ELF in teacher education" (p. 441). This article unfolds along those lines, shedding a specific light on pre-service teacher education in the Brazilian higher education context.

The role of pre-service English Language Teacher Education, in our view, is crucial to help the new generation of English teachers bridge the gap between theoretical discussions in the field of ELF and classroom practice, keeping in mind that, as wisely argued by Jenkins (2012, p. 492), "ELF researchers have always been careful to point out that [it is not our] place to tell teachers what to do, but that it is for ELT practitioners to decide whether/to what extent ELF is relevant to their learners in their context".

Having said that, the aim of this paper is to present and discuss findings from two ongoing PhD research studies on ELF awareness in teacher education. The investigations were carried out in two different public universities in the state of Bahia, Brazil. They both aim at identifying the way future English teachers perceive the teaching of English under an ELF perspective. As for their methodological nature, the first investigation is an action research and the second one an ethnographic study. The data segments come from two sources: (1) microteaching conducted by student-teachers with their peers and (2) presentation of teaching sequences in which participants had the opportunity to integrate their evolving understanding of ELF and its implications into practical teaching activities. Among other issues, it has been observed that the way the student-teachers translated ELF theories into teaching steps has suggested signs of critical reorientation of their beliefs toward ELT and English use. This, in many ways, demonstrates that these future ELT educators are open and willing to integrate ELF into their future experiences both in the classroom and in real-life contexts. Before we delve into details related to the analysis of the aforementioned studies, let us pose a brief discussion on ELF within ELT domain in the section which follows.

2. ELF within ELT domain

The intense theoretical discussions around English as a lingua franca and the extensive research related to its implications for teaching have not achieved the desired impact in the field of ELT yet. However, as Diniz de Figueiredo and Siqueira (2021) observe, there is a consensus among researchers from all parts of the world that the studies developed in the field of ELF are consistent enough to inform classroom practices. As a result, it becomes possible to conceive of a pedagogical space in which teachers reassess and reformulate their practices to allow their students to become more confident and efficient English speakers.

Concerned about the still prevailing mismatch between the English taught in educational spaces and the English learners encounter in real situations of use, theorists in the field of ELF studies have argued in favor of integrating ELF with or within EFL (Sifakis et al, 2018; Sifakis and Tsantila, 2019). In line with Sifakis (2018b), teachers who wish to incorporate ELF in their setting:

> […] should first of all come to terms with the needs and wants of their learners, the target situation, the curriculum, the textbooks selected, and so on, and then they should be autonomous enough to make the adaptations necessary for such an integration. (p. 157)

The understanding that ELF and EFL play different but complementary roles in ELT is at the basis of the post-normative approach as conceived by Dewey (2012). To put it briefly, the post-normative approach foresees the transcendence of practices guided exclusively by norms and, consequently, the incorporation of practices guided by the ELF perspective. In this regard, Dewey (2012) clarifies that incorporating ELF into practice does not mean abandoning all previous knowledge, but rather modifying the teaching program, especially with regard to standard norms, and both existing materials and resources to include the diversity and plurality inherent to English.

Bayyurt and Dewey (2020) state that part of the challenge to be faced when thinking about going beyond normativity in the classroom lies in the fact that there is no specific method that teachers can rely on. From this viewpoint, the post-normative approach finds support in the 'post-method condition' which, in turn, authorizes teachers, previously relegated to the 'disempowered periphery', to draw on practice to theorize and to practice what they theorize (Kumaravadivelu, 1994). When language teaching is based on the conventional concept of method, it is worth remembering that theorists, seen as the center of power, are the only ones qualified to formulate theories (Kumaravadivelu, 1994, 2003, 2006).

In this way, a post-normative pedagogy can be guided by the characteristics of the post-method condition, since, according to Kumaravadivelu (1994, 2003), such a condition calls for an understanding beyond the notion of method, as it consists in the search for an alternative to method instead of an alternative method. Furthermore, the post-method condition endorses that the potential teachers have not only to teach, but also to handle in an autonomous way all the obstacles and challenges presented by institutions, curricula, and teaching materials, including textbooks. It still argues that the relationship between theory and practice can only be built within the domain of application.

From the logic of the post-method pedagogy (Kumaravadivelu, 2006), teachers can obtain the knowledge, skill, attitude and autonomy necessary to design an alternative to the method that is coherent, relevant and innovative for their specific practice situations. Such logic clearly echoes the ELF-aware pedagogy that demands from teachers a significant amount of reflexivity, autonomy and maturity to carry out the necessary adaptations in the conventional practices of ELT. In the light of this finding, it is worth reflecting with Sifakis and Bayyurt (2018) when they define ELF-aware pedagogy as:

> the process of engaging with ELF research and developing one's own understanding of the ways in which it can be integrated in one's classroom context, through a continuous process of critical reflection, design, implementation and evaluation of instructional activities that reflect and localize one's interpretation of the ELF construct. (p. 459)

Given the urgency of reevaluating ELT beliefs and practices that disregard the lingua franca status of English, we expand our reflections on ELF awareness in the following section.

3. ELF awareness

The concept of ELF awareness emerged as a possible means to promote the integration of ELF principles into ELT practices, aiming to involve the parties directly and indirectly interested in the English language teaching and learning process (students, parents, teachers, teacher educators, textbook developers, those responsible for teaching guidelines, evaluators / examiners, etc.), with the research that has been developed in the field of ELF (Sifakis, 2018a, 2019; Sifakis et al., 2018).

It should be emphasized that the ELF awareness process does not impose any predefined notions on how ELF should be integrated into the various domains of ELT, but it aims to develop a framework that leads ELF-aware practitioners to make more informed decisions in their own contexts (Sifakis, 2018a). In accordance with Sifakis (2018b):

> Becoming ELF aware means becoming aware of the observations and principles that emerge from understanding how ELF works. Following this, ELF-aware practitioners develop instructional sequences, lesson adaptations, policies and tests that make sense of ELF while being relevant to and appropriate for each local teaching and learning context, its needs, its wants and idiosyncrasies. (p. 157)

However, as a legacy of their own education, teachers (and other stakeholders) tend to carry a highly normative conception of language and, for this reason, believe that the characteristic variability of ELF is a very unstable notion to be viable in pedagogical terms (Kordia, 2018). In view of the above, as a first step towards integrating ELF into ELT practices, teachers need to go through a process of awareness raising about ELF that will help them reassess their beliefs and convictions about aspects related to use, teaching and learning of English, allowing for the incorporation of changes in the way and to the extent possible in their classrooms. In other words, as Sifakis and Tsantila (2019, p. 6) assert, "ELF serves as a constant reminder to teachers, learners, policy makers and coursebook designers of how English is used in real-life situations in interactions involving non-native users, and of the limits of the normative approach to ELT".

3.1 ELF-aware teacher education

For change to really happen towards ELF awareness, scholars such as Sifakis (2007, 2009, 2014, 2018a, 2019), Sifakis and Bayyurt (2018), Bayyurt and Sifakis (2015, 2017), Cavalheiro (2015), Dewey and Patsko (2018), among others, have highlighted the central role of teacher development courses. They also emphasize the need for an approach that can enable teachers to overcome their strong inclination to still stick to native speakers' norms in ELT practices.

Bearing this in mind, Sifakis (2007, 2009) puts forth the preliminary version of the ELF-aware transformative framework for preparing professionals to address the new demands for English language instruction. Such a model, which aims to foster a shift in teachers' mindsets, consists of five distinct stages: a) preparation stage – moment when participants discuss issues regarding their professional experience, studies and interests; b) identification stage - participants are provided with the opportunity to reflect on their implicit views, attitudes, and reactions to what Sifakis (2007, 2009) refers to as the primary issues of ELF discourse; c) awareness stage - by means of reading and discussing selected texts, participants are encouraged to engage in a more in-depth analysis of the so called secondary issues of ELF discourse (Sifakis, 2007, 2009) and to relate these

topics to their own ways of conceptualizing the English language; d) transformation stage – at this point, participants are expected to be fully aware of their own views on English language teaching and be ready to take into consideration to what extent they think their role as custodians of standard English is relevant for themselves, their students, and the broader community; and e) planning stage – when it is required from participants that they develop, implement, and evaluate an action plan specifically designed to their teaching reality based on ELF principles.

From the above-mentioned version, Bayyurt and Sifakis (2017), Sifakis and Bayyurt (2018), and Sifakis (2018a) propose an ELF-aware teacher education model that encompasses the following three phases: Phase A (Exposure) – participants read about the multiplicity and complicatedness of using English to prompt them to reflect on aspects related to the global spread of English, including the strengths, challenges, shortcomings and dangers; Phase B (Critical Awareness) – teachers are encouraged to critically reflect on their deeper convictions about communication and teaching and think about how the various issues associated with ELF can impact their instructional decisions; and finally, Phase C (Action Plan) – teachers are involved in developing, implementing, and evaluating action plans that integrate ELF elements considered relevant or appropriate to their students' needs.

Along those lines, the ELF-TEd project (Bayyurt and Sifakis, 2015) was designed and developed to actualize the proposal described above and aimed at educating in-service teachers about ELF and prompting them to develop, teach and evaluate ELF-aware lessons according to the specific requirements of their local environment. The project was originally implemented in 2012 with in-service English teachers from both public and private institutions in Turkey. Afterwards, the project was extended to include both in-service and pre-service teachers from different settings.

One important point to note is that the implementation of the ELF-aware teacher education model does not necessarily imply an immediate change in teachers' beliefs in what concerns English and their role as English practitioners. Rather, the primary goal is to foster critical reflection based on exposure to the growing ELF literature, encouraging teachers to become more autonomous, independent, and critical professionals, while developing the capacity to decide how ELF can be integrated into their local practice and to what extent (Bayyurt and Sifakis, 2017).

Additionally, as an important step towards ELF-aware teacher education within Europe and beyond, a network of researchers from Greece, Italy, Norway, Portugal, and Turkey, members of English as a Lingua Franca Practices for Inclusive Multilingual Classrooms (ENRICH) Project, developed, piloted, and implemented the "Continuous Professional Development Course – ENRICH CPD Course" (Sifakis and Kordia, 2021a) – aimed at equipping language teachers with the necessary skills to integrate ELF in multilingual classrooms. The course implementation phase lasted five months, with the participation of 249 teachers from 18 expanding circle countries where English is officially taught as a foreign language. Based on the skills acquired throughout the course, each participant was required to develop, teach and evaluate a lesson plan within their respective teaching contexts. The course remains available on the official website of the project[1] for potential interested users.

[1]See: http://enrichproject.eu/

In this sense, the ENRICH CPD Course also provides an opportunity for awareness-raising among stakeholders interested in collaborating towards a more inclusive language teaching practice in which students' multilingual repertoires and identities are taken into consideration, valued, and respected (Bayyurt et al., 2021). As Bayyurt et al. (2021, p.43) attest, "fundamental changes in the understanding of English and its teaching can be made only through a determined and collaborative effort of all parties involved".

In Brazil, despite the growing interest in the field of ELF studies, there is still a lot to be done in the area of ELF-aware teacher education. Nevertheless, in consonance with the discourse of resistance to hegemonic views of language and culture in ELT practices, Brazilian researchers have been dedicated to conducting research and publishing works that show how the ELF perspective has been included in teacher education programs (Gimenez et al., 2018).

Studies by Gimenez et al. (2015a) and El Kadri et al. (2017), both carried out at public universities in the state of Paraná, located in the South of Brazil, are examples of attempts to introduce ELF in pre-service teacher education. Gimenez et al. (2015a) offered a 60-hour ELF aware course. ELF-aware lessons produced by the participants allowed for these authors to evaluate and capture the understanding of the participants on ELF along with the possible pedagogical implications identified by them. Among the pedagogical implications, their findings indicated that for the participants an ELF perspective is related to bringing different varieties of English to the classroom and also an opportunity to deal with social and cultural themes.

The investigation carried out by El Kadri et al. (2017) focused on an initiative to engage with ELF issues through a unit dedicated to ELF in an online teacher education course. Apart from aiming to analyze the participants' perception on ELF, El Kadri et al. (2017, p. 182) also had the intention of evaluating the reflective nature of the referred unit to envisage a teacher education curriculum that is sensitive to ELF, since "one of the big challenges for English language teacher education is [still] how to deal with the critical analysis of the assumptions underlying historically persistent practices in the teaching of English." Though the unit proposed by them had some limitations concerning tasks which would require the student-teachers relate some ELF tenets to their teaching practices, the implementation of a unit on ELF, as pointed out by one of the participants, made room for the discussion of standard English, providing, as a result, a broader perspective on the role and responsibilities of English language teachers at present.

Duboc (2018), another Brazilian ELF scholar, reported an equally noteworthy experience at the School of Education from the University of São Paulo (USP), in Southeastern Brazil. Striving to transcend established and prescriptive categories as informed by the principles of modern paradigm, the author describes moments of her agency between the cracks of the English teacher education curriculum towards an ELF pedagogy. Duboc (2018) argues that through what she calls a *curricular attitude*[2], the teacher education classroom can be transformed into an arena in which assumptions, values, and perspectives can be (re)(dis)invented. For her, bringing discussions on ELF to the context of teacher education entails constant self-critique so that previous attention is

[2] Duboc (2018, p.175) understands curricular attitude as "the teacher's agency between the cracks of the curriculum so that any discursive practices in textbooks, course plans, lesson plans, school procedures, students' and teachers' ways of being, seeing, and acting might serve as starting points for a critical intervention towards transformation".

given to local conceptualizations of communication and native speaker so as to avoid getting into the traps of either generalization or romanticization. An ELF pedagogy, according to her, in these terms, should "rely on weakening categories such as 'error', 'native', 'deficiency', to name a few as well as acknowledging the imperfection of ELF interactions, marked by conflict and dilemma." (Duboc, 2018, p. 183).

In a similar vein, Porfirio (2018) and Siqueira (2018) report their attempts of raising awareness about ELF in extension projects for pre-service teacher education in public universities of Bahia, Northeastern Brazil. Porfirio (2018) demonstrated how discussions about the ELF concept in teacher education might help pre-service teachers construct English teaching perspectives which include a more reflective practice given that it provides room for questioning naturalized concepts in EFL through the discussion of issues like linguistic ideologies, interculturality, language policies and English teaching approaches, considering, consequently, the different ways of comprehending current ELT.

In the study conducted by Siqueira (2018), after being exposed to seminal ELF literature, pre-service teachers were encouraged to reflect on the pedagogical implications of this construct, and then they were prompted to plan and teach lessons integrating ELF into the content of a regular EFL textbook. In the light of the results of this research, Siqueira (2018) pinpoints that:

> [D]espite resistance from different stakeholders, including themselves, an EFL/ELF integration, still in the initial stages, is totally feasible, as it can surely enrich their backgrounds and help them start their careers much better equipped to deal with the demands of today's world. (p. 196)

In agreement with this reflection, Gimenez et al. (2015a) and Gimenez et al. (2018) assert that these experiences in the milieu of pre-service teacher education, although relatively scarce and circumscribed by certain constraints, represent a significant movement which strives to challenge the rigorous normativity that has guided the ELT tradition in Brazil.

That being said, we will be reporting on the two aforementioned ongoing PhD research studies that broadly aim to examine how prospective English teachers perceive the integration of ELF perspective into ELT practical activities. As with Porfirio (2018) and Siqueira (2018), these two independent investigations to be presented and discussed were carried out at public universities located in the state of Bahia, Brazil.

4. Methodology

The ongoing studies presented in this article are situated in the field of Applied Linguistics, and both have followed the requirements for research involving human subjects in Brazil. To preserve participants' original identities, they will be referred to by pseudonyms they themselves have chosen. In what follows, we provide an overview of both research works henceforth identified as Study 1 and Study 2.

Study 1 is methodologically grounded in action research. To carry out the investigation, 15 student-teachers participated cooperatively along the fifth and sixth semesters, when they were attending, respectively, Supervised Teaching Practicum I and Supervised Teaching Practicum II,

two curricular components of the Letters/English course at the State University of Bahia (UNEB). The study was structured into two main phases. The first phase was based on the five stages of the ELF-aware transformative framework, as proposed by Sifakis (2007, 2009). During this phase, trainees were able to engage in face-to-face meetings where they were provided with the opportunity to become actively aware of the various topics raised by ELF research along with their implications for communication and pedagogy. The second phase was conducted online due to the COVID-19 pandemic. Participants were exposed to different macrostrategies (compiled drawing on the researcher's own understanding of part of the extensive ELF literature) by providing insights on how to accommodate ELF-issues within classroom practices, and then they were asked to plan, implement, reflect on and evaluate microteaching classes with their peers, aiming to raise awareness of how an ELF perspective can actually be put into practice in an ELT class. The microteaching cycle was essential for the improvement of the next cycle of research, which involved planning, implementing, reflecting and evaluating virtual pedagogical workshops with students of English from local public schools.

The data for this study was gathered using a range of research instruments, including questionnaires, classroom observations, trainees' self-reflective journals, the researcher's journal, practicum journals, and a semi-structured interview. Subsequently, these data were subjected to thematic analysis (Braun and Clarke, 2006). The data analysis was made on the basis of two broad categories, namely participant's ELF-related reflections and participant's ELF-aware pedagogy. The thematic categories were both established in advance based on the research questions and the literature underpinning the study. It is equally important to say that they were driven from the data as they were also slowly formed when analysing the data iteratively. For the purpose of this article, we will focus on some selected findings from student-teachers' self-reflective journal and also from the researcher's journal which is related to the microteaching cycle.

Study 2, in turn, was conducted in the Portuguese/English teacher education course at the State University of Santa Cruz (UESC). Twelve student-teachers and five teacher educators contributed to the investigation. The data generation of this qualitative research, which is an ethnographic study, took place through the application of questionnaires, semi-structured interviews and class observation of three curricular disciplines: (1) Supervised English Language Practicum I and (2) Methodology of Teaching English Language and English Literatures II, in the second half of 2019; and (3) Supervised English Language Practicum II, carried out remotely due to the pandemic, in the first half of 2021. The analysis and interpretation of data were based on contributions from the content analysis methodology (Bardin, 2011), more specifically thematic categorical analysis. Carrying out a thematic categorical analysis, in the view of Bardin (2011, p. 135; translated into English), "consists of discovering the 'nuclei of meaning' that make up communication and whose presence, or frequency of appearance, can mean something to the analytical objective chosen". This way following the phases that constitute the content analysis and having the ELF studies as a guide, during the pre-analysis of the corpus, the following main categories were established for the study: English Language Teaching in the Contemporary World; ELF and Teacher Education; and Implications of ELF for Classroom Practices.

In the following phase of the analysis, that is, the exploration of the material, after numerous readings of the data, the segments that would serve as context units were chosen. These units were then grouped based on the identification of the common theme present in the clippings. It is relevant to keep in mind, as highlighted by Bardin (2011), that, in the qualitative analysis, as it

is the case of the investigation being presented here, the inference is based on the presence of the theme, and not on the frequency of its appearance itself [3].

For this paper, we will use only the empirical material arising from the production of didactic sequences (hereafter DS) through which student-teachers were evaluated in the component of Methodology of Teaching English and English Literatures II. The syllabus for this component had, among its objectives, to provide critical reflection on the following topics: language and culture; English as a lingua franca; the use of technologies in the teaching/learning of English as a lingua franca; official documents that guide the teaching of English in Brazil today; and the intercultural perspective in the teaching/learning process. Based on these critical reflections, the future teachers were expected to plan their DS.

ELF literature was integrated to the syllabus, according to the teacher educator responsible for the component, due to the presence of this concept in the Brazilian National Common Core[4] (BNCC) (Brasil, 2018). Eight out of the twelve student-teachers taking part in the investigation attended this component. For the design and preparation of the DS, the eight participants were organized into two pairs and a trio, and one of them decided to plan the DS individually. In light of these considerations, in the following section, we present some of the data which arose from both investigations described above, with special emphasis on student-teachers' understanding of the ways they consider it possible to integrate assumptions pointed out by ELF studies into their classroom practices, thus reflecting their own interpretations of the ELF construct as well as the potential challenges and limitations present in their contexts.

5. Results and discussion

Due to space limit, we will draw on and share some data from the microteaching classes and from the DS which seem to be most relevant elements to the purposes and assumptions outlined in this article. Our attempt here is to partially illustrate how participants perceived an ELF-aware pedagogy at the moment they were given the opportunity to engage and practice it actively. The alignment between both studies yielded findings that demonstrated either overlapping or complementary aspects.

Regarding Study 1, student-teachers developed action plans in pairs and in trios and conducted a microteaching activity for their peers. Although microteaching is not a replica of real teaching, it aims to prepare trainees to teach in real life contexts (Zacharias, 2017). Through this experience, participants had the chance to critically reflect on their deeply held assumptions about ELT practices and on their role as non-native teachers of a language that serves different purposes in an interconnected and intercultural world. In the following excerpt of the researcher's journal, we have the description of part of the methodological procedures of a lesson taught by Trio 2, composed of Nathan, Penny, and Maria:

[3] According to Bardin (2011), the context unit serves as a comprehension unit for the encoding of the registration unit, that is, the theme. The context units correspond to the text segments whose dimensions are greater than those of the registration units, thus enabling the exact understanding of the registration units. In turn, the theme, as Bardin (2011) clarifies, is the unit of meaning that is naturally released from a text analyzed based on certain criteria related to the theory that serves as a guide for the reading.

[4] A document that serves as a national reference for educational systems and for public and private schools of Brazilian Basic Education with regard to constituting or revising their curricula.

> *The trio started the lesson talking about ELF-related issues such as intelligibility, cultural diversity and stereotypes. Then they reproduced the TED talk "Wry photos that turn stereotypes upside down"* [5] *(2014, duration 4:03). The video enabled a consistent discussion about aspects of Russian culture and also about breaking down stereotypes* […]. *The trio explored the identity of the speaker, an artist who "uses photographs to poke fun at societal norms in her native Russia", as well as her particular way to speak English.*

Taking this sample into account, it was possible to notice that the student-teachers made informed decisions about the global status of English and tried to respond to new constructs as put forward by the ELF perspective while planning the lesson. They integrated ELF in an explicit way (Kemaloglu-Er, 2021) into the activities, which means, in this specific case, they made a direct reference to ELF-related issues based on the selected video.

Concerning the difficulties of planning the lesson, Penny stated the following in her self-reflective journal:

> *In my opinion there was not much difficulty including ELF principles into the lesson planning […]. It was quite simple to find resources that reflected English diversity on the internet, and we decided to choose a video of a non-native speaker with an intelligible speech which allowed us to explore different cultural aspects and discuss features of a non-native variety of English.*

Penny's statement is in line with Cavalheiro's (2017) thoughts, when the author points out that despite many hesitations by teachers, the Internet is an infinite source ready to be explored through a great range of tools that are notably useful for EFL teachers who have the desire to create ELF-aware activities in their local teaching contexts. However, teacher's autonomy and the development of the ability to deal with the plethora of different resources and possibilities available on the network constitute essential aspects to be worked on. When prompted to critically reflect on the positive and negative aspects of planning and implementing the microteaching activity, Nathan, another member of the referred trio, said that:

> *The greatest difficulty in integrating ELF within the activities was to try to minimize as much as possible the discrepancy between the ideal and the real, since, unfortunately, we are still far from having a consolidated collective ELF awareness.*

In relation to this excerpt from Nathan's reflective journal, it can be inferred that he refers to the stakeholders, including teachers, teacher educators, learners, textbook designers, curriculum designers, etc., that still seem to advocate for a communicative language teaching method focused on British and American standard varieties and, for such reason, they hold negative or conflicting views and attitudes towards ELF. Nathan understands that such a challenge tends to limit the teacher's actions in the classroom, which reinforces the need for the involvement of stakeholders in the process of raising awareness about ELF, as Bayyurt et al. (2021) remind us.

[5] https://www.ted.com/talks/uldus_bakhtiozina_wry_photos_that_turn_stereotypes_upside_down?language=en#t-109522, accessed February 23, 2023.

On the other hand, the members of Trio 4, formed by Helena, Gabriela, and Viviane, did not demonstrate the same level of awareness when they proposed to have a discussion on cultural aspects of different countries, as we observed in the phase of the microclass described below:

> *The students were exposed to cultural curiosities of countries belonging to the expanding circle, as postulated by Kachru (1985), and they were subsequently interrogated whether each information was true or false. The information selected by the students-teachers was limited to stereotypical representations of those countries and was presented in a superficial way.*

With the primary intention of bringing cultural aspects of non-native English-speaking countries to the lesson, aiming to move beyond practices that solely focus on knowledge of a particular culture, the trio did not consider informing the students that cultural stereotypes and generalizations represent ways of labeling and categorizing specific groups of people, assuming that all members of a given group think and act in the same way. In line with Baker (2009), the trio could have taken the opportunity to explain that instead of overlooking these characterizations, it is necessary to acknowledge their existence and recognize that in preliminary encounters, stereotypes and generalizations are the only references that interlocutors can count on. Accordingly, comprehension of the interlocutors' communicative intentions emerges as a vital component for successful intercultural interaction.

When drawing on their reflections on the microteaching cycle in their journals, the members of Trio 4 unequivocally conveyed their apprehension and lack of confidence when planning the activities. Gabriela's reflection is representative of the trio's opinion:

> *At the moment we were planning the lesson, several doubts and insecurities arose regarding how we would address ELF-issues in the lesson. The phase of planning the activities was definitely the greatest challenge we had. Despite considering various alternatives, we remained unsure as to whether the proposed activity would meet the goals of an ELF-aware lesson.*

Kordia (2018, p.198) argues that this type of difficulty is legitimate insofar as "we do not know what exactly ELF-aware practice could be like in different contexts, let alone what good ELF-aware practice might mean in this respect. One key reason for this is that implementing ELF-aware teaching can surely be a challenging endeavour". Faced with such a challenge, the trio acknowledged the importance of the microteaching evaluation phase since student-teachers were able to discuss the problems one might face while trying to move beyond ELF theory.

Throughout the analysis of the DS planned and presented by the participants of Study 2, similar to what was observed in relation to the participants of Study 1, it was possible to identify different levels of understanding in relation to the assumptions of ELF and, likewise, as to the ways in which such assumptions could be translated into classroom practices.

Maria, the student-teacher who decided to work alone, planned a DS whose aim was to promote the development of students' intercultural competence through discussions on immigration. Two

resources stand out in her DS: the use of the TED Talk "My Story of Immigration" [6], in which a Mexican girl shares her family's immigration story; and a piece of news from a Brazilian newspaper, whose title was "Get to know the stories of Venezuelans who migrate to Brazil". From the use of these resources, Maria suggested the following procedures: discussion about immigration in the United States and Brazil, and the use of the aforementioned TED Talk as a starting point to talk about different English accents.

When she was interviewed and asked about the aspects of her DS in which she considered treating English from a lingua franca perspective, Maria made the following comment:

> [W]*hen I thought of treating the English language as a lingua franca and I thought of the issue of migration, in fact, of immigration in this specific case, I thought of someone who was from another place and was using the English language. So I decided to bring the Mexican girl, [...] because she was using English and we could tell by the accent that it was not her mother tongue, but she was using it to voice her point of view, how she was feeling, what it's like to be an immigrant in that country, what it was like for her to get there. So, when I thought about it, I thought of bringing someone who was using English, who was not a native English speaker, but who was appropriating that language to tell us their version.*

Drawing from her explanation, it is possible to infer that, for Maria, teaching English from a lingua franca perspective implies, in addition to bringing non-native English speakers into her classroom practices, highlighting how the language has been appropriated by these speakers to meet their needs and to express their positions, their identities. For her, it is important that her students respect English users from different parts of the world as legitimate speakers. In this sense, she envisaged the ELF perspective as a possibility to bring English closer to the reality of her future students.

However, it is also possible to notice, even if implicitly, that Maria establishes a value judgment in which she reveals that there is a better English, demonstrating that she still seems to establish hierarchical differences between varieties of English despite having critical views on certain prevailing aspects in EFL teaching, as Maria concludes the commentary on her DS as follows:

> *I thought of bringing this [the video with the Mexican girl] to the students, even as a way of bringing them closer, you know? You don't need to have a polished English. They could speak with their accent, with their identity characteristics. I thought about that from this perspective.*

Also, with the objective of teaching English from an intercultural perspective, Ana, Lis and Paulo's DS proposed bringing different cultures by using the poetic and journalistic genres. Their proposal, titled "Women Seeking New Pathways," features two important resources: a poem by Indian-Canadian poet Rupi Kaur and a YouTube video titled "New Law to Ban Indian 'Untouchable Toilet Cleaners'"[7]. Among the teaching procedures, they recommended discussions about the role of

[6] Available at https://www.youtube.com/watch?v=I6qkFNOVebo, accessed February 23, 2023.
[7] Available at https://www.youtube.com/watch?v=aiS4pdp2P0g, accessed February 23, 2023.

women in different parts of the world and a discussion, mediated by the teacher, about how Rupir Kaur's cultures are expressed in her poems.

During the presentation of this DS, Ana informed that her group wanted to move away from the United States and England, and for this reason, they decided to bring another country whose official language was English, in this case India. Ana also informed that, considering what had been studied about ELF, they thought of bringing out the linguistic and cultural diversity of the students and, likewise, of the countries in which English is an official language. Thus, despite the great potential of the activities proposed by them to work on interculturality, it is possible to infer that they seem to have a specific idea of who should be counted as an English speaker in the classroom when they limit linguistic and cultural diversity to countries where English is an official language.

Therefore, although Ana, Lis and Paulo have shown that they have a plural view of English, they still seem to hold a conception of language and culture as territorially limited. It is necessary to keep in mind though that in the context of teacher education, it is not surprising to find conflicting ideas, as these future teachers, throughout their studies, are also exposed to theories that remain linked, as very well put by Rajagopalan (2019), to the colonial mentality that makes us think of languages as confined to certain geographic spaces and belonging only to those who were born in such places.

Regarding Rupi Kaur's poem, the student-teachers reported that they decided to bring it to break with the stereotype of Indian women as submissive, as portrayed in the video "New Law to Ban Indian 'Untouchable Toilet Cleaners'". The student-teachers made it clear that their intention was to show their supposed students that there were other views of the world, other possibilities. On that account, it is possible to observe that at the same time these student-teachers limit linguistic and cultural diversity with regard to English to countries in which this language holds an official status, they are also concerned with showing, through the poem by Rupi Kaur and, consequently, the life story of this Indian-Canadian poet, that culture is not something static, but constantly negotiated.

Although in this paper we have only presented a partial view of the doctoral studies by two of the co-authors, the results that emerged from the analysis of data from microclasses (Study 1) and DS (Study 2) have demonstrated that future teachers of English understand that the integration of ELF to their classroom practices (presumably EFL-oriented) can occur as they take into consideration the following strategies: (1) exposure of their students to interactions in ELF contexts; (2) discussions about the condition of English in the world; (3) awareness of the presence of English in students' daily lives; (4) perception of intelligibility as the main objective in interactions in English; (5) emphasis on the intercultural approach and, consequently, on the awareness of social and identity issues.

It is necessary to point out, however, that, for some student-teachers, the diversity of the English language in the classroom is still limited to countries in which English is an official language, as it was reported about the presentation of one of the DS. Furthermore, the idea of diversity in English was limited, in some cases, to the discussion of different accents. With regard to the emphasis on the intercultural approach, it was also possible to observe the approach to culture as something stereotyped, linked to facts or customs of specific countries, showing that, despite the awareness of the importance of the intercultural approach in ELF-sensitive classes, it is necessary to pay

attention to the different cultural perspectives underlying teachers' practices (Gimenez et al., 2015b).

In view of what has been exposed here, we realize that from the opportunity to materialize the understanding, albeit in development, about the pedagogy of ELF, the future English teachers, participants of both studies showed signs of critical reorientation of their beliefs regarding the use and teaching of English and proved to be better prepared for today's pedagogical requirements. The challenges, potentialities and limitations evidenced through the data of both investigations, therefore, show the relevance of the context of teacher education for the development of teaching practices responsive to the different contexts of English use in the contemporary world.

5. Conclusion

Departing from two research studies conducted in English Language Teacher Education programs of two state universities in Bahia, Brazil, which in many ways, adds some important flavor to the ELF literature produced in the global South, the article attempted to show that the implications of ELF research to the ELT classroom are to be raised, discussed, and stimulated towards implementation, especially in education contexts heavily EFL oriented like Brazil. Drawing on several ELF-driven concepts which supported teacher education initiatives in different countries, we believe it was possible to enforce the transformative nature of projects and programs that rely on the possibility of having teachers become ELF-aware and potentially assume an ELF attitude as they start and/or progress in their teaching careers.

As Baker (2018, p. 25) would assert, "ELF is deeply intercultural both as a means of communication and a research field." Within the realm of research, it is of great concern, of course, to define how ELT practitioners from the most diverse intercultural backgrounds can develop the ability to reflect critically on the different aspects which involve teaching and learning English under an ELF perspective. As for the pedagogical domain, we reiterate the assertion that teacher education, especially pre-service work as exemplified here, is to comprise, among other issues, the understanding of the complexities involved in teaching the world's lingua franca of today, so that ELF-aware teachers are able to think, design, shape, and implement their practices along those lines, and to a greater extent, engage in the more than necessary endeavor of finally decolonizing English Language Teaching in light of their students' needs and interests.

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Fostering ELF awareness in teacher education: A study case based on a Brazilian English Corpus

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English as a lingua franca (ELF) is a dynamic, integrative and plurilinguistic mode of communication that encompasses various resources to enhance meaning, understanding, and knowledge among speakers. As a multilingual practice, it involves collaboration, negotiation, sensitivity, and adaptation. Researchers advocate for teacher training programs that raise ELF awareness, promote language fluidity, and utilize corpora materials to examine informal interactions in ELF. This paper discusses pre-service teachers' reactions to pedagogical activities incorporating ELF corpus interactions in an English teaching program in Brazil. Using audio samples from the BraCES ELF corpus, a lesson plan was designed to promote discussion and raise ELF awareness. Students contemplated incorporating listening activities in ELT rooted in authentic English interactions in Brazil and discussed intelligibility and the potential impact on language learning. Findings reveal that responses questioned the native speaker's role, underscored the fluidity of English in today's global context, and pointed to the need for a rethinking of students' perspectives on learning English. This study highlights the importance of integrating ELF concepts into teacher education programs to foster critical thinking and promote inclusive and dynamic language teaching practices.

Key words: ELF, ELF awareness, teacher education, corpora materials, pedagogical activities

1. Introduction

"Languages are, all in all, always many languages, and English is no exception at all."
(Jordão, 2014, p. 34)

English has become the most widely used language in the world. It is a popular lingua franca for speakers of diverse linguistic backgrounds. According to the British Council (2013, p. 4), non-native English speakers (NNSs) outnumber native speakers (NSs) by an estimated ratio of 4:1, a trend that has continued to grow in recent years. English has moved beyond national borders and has become part of the linguistic repertoire of people from all over the world. For better or for worse, it appears that the world has either implicitly agreed or been forced to accept that English has become a valuable additional language for individuals seeking to communicate and interact with people from different linguistic backgrounds.

The nature of English as a lingua franca (ELF), though initially favoring native English speakers, ultimately removes their exclusive ownership of the language. NNSs are now shaping the language and creating new ways of using it. More than a helpful instrument in interactions between people from different lingua-cultures (Baker, 2015), English has become part of its new users' identities, enriching their communicative repertoire. As a result, English is constantly changing everywhere, at the same time and at all times, reflecting the diverse cultural perspectives and experiences of each one of its speakers worldwide.

In the light of the above, ELF challenges the traditional hierarchical view of native and non-native varieties in English language teaching (ELT), advocating for an adaptive approach that considers the unique experiences of global English speakers. Therefore, great emphasis has been recently placed on the need for teacher training programs that focus on raising ELF awareness (Sifakis, 2014), highlight language fluidity and employ corpora to draw attention to the ways ELF is employed around the world (Schmitz, 2013). Aiming at illustrating how this could be achieved in pre-service teacher education, after discussing central issues concerning the nature of ELF and its implications for ELT with reference, in particular, to Freire's definition of *conscientização*, this paper presents student teachers' reactions to pedagogical activities that incorporate ELF corpus interactions within the framework of an English pre-service teaching program in Brazil. These interactions have been drawn from the BraCES ELF corpus (2017), while the teachers' perspectives on integrating ELF into ELT suggest the urgent need for a rethinking of current practices in teaching and learning English.

2. ELF and its pedagogical implications

2.1 The nature of ELF

ELF prioritizes effective communication through flexible and adaptable use of the language, shifting away from strict adherence to native speaker norms. More recent understandings of ELF even consider English as one among several options for communication in multilingual settings (Jenkins, 2015), emphasizing its diverse, global, decentralized, and non-hierarchical nature. ELF recognizes the diversity of those who appropriate the language and use it in their own unique ways, making English a fluid global amalgamation of linguistic and cultural influences.

The multilingual nature of ELF mirrors its users' rich and varied linguistic origins. In ELF interactions, speakers often draw on their native languages or other languages they are familiar with, creating a multifaceted and context-specific language system (Cogo and Dewey, 2012). According to Jenkins (2015), ELF should not be viewed as a monolingual phenomenon but as a dynamic practice involving various linguistic resources. While the diverse and multilingual nature of ELF may initially seem to pose an obstacle to intelligibility, studies have demonstrated that it can actually enhance communication by encouraging speakers to use language in a more flexible way, as well as other semiotic resources such as gestures, facial expressions, and visual aids.

For example, a study conducted by Canagarajah and Matsumoto (2020) explored how multilingual interlocutors navigate communication difficulties in ELF interactions by using gestures, gesture holds, and gaze. These findings align with a previous study by Canagarajah (2006, p. 205), highlighting that English speakers from multilingual backgrounds use strategies "to reduce ambiguity, enhance redundancy, and prioritize intelligibility" to achieve their communication goals. According to the scholar:

> What we find is a heterogeneous global English speech community, with a heterogeneous English, and different modes of competence. Despite this heterogeneity, the speakers across national borders achieve effective communication. What helps them are sociolinguistic, pragmatic, and discourse strategies of negotiation. We have to consider, therefore, how effective communication may be based not on a uniform grammar or formal competence, but pragmatics and performance. Such an orientation will help us reconcile ourselves to the reality of English as a heterogeneous language with a plural grammatical system and norms, accommodating the expression of diverse local values and identities. (Canagarajah, 2006, p. 212)

In order to communicate successfully in lingua franca contexts, speakers must develop various strategies that go beyond the mere mastery of grammar and vocabulary. Studies have shown, for example, that effective communication in English, when used as a lingua franca, requires speakers to engage in negotiation (Cogo and Dewey, 2012) and accommodation strategies (Cogo, 2012) rather than relying on normative grammar structures or native-oriented pronunciation (Dewey, 2012).

2.2 ELF and current ELT practices

Despite its growing recognition, ELF is still not widely acknowledged in language teaching materials and pedagogy. While English language teachers may already have a basic understanding of what ELF means, the general feeling is that they often do not feel adequately prepared to incorporate it into their teaching practices (El Kadri and Gimenez, 2013). This lack of confidence may be attributed to Teacher Education courses generally not providing an in-depth exploration of the topic. According to Cavalheiro (2018, p. 201), a significant number of English instructors persist in adhering to the conventional English as a Foreign Language (EFL) models that they were taught, and it is not necessarily due to a lack of knowledge regarding the contemporary global significance of the English language but rather stems from their inadequate knowledge of how to integrate it into their teaching practices effectively.

Traditionally, English language classes have focused primarily on teaching and reproducing the linguistic features of one or two standardized native patterns, failing to account for the diversity of English as a global language (Modiano, 2009) and the importance of developing intercultural communicative competence in students. As Rajagopalan (2004, p. 114) notes, “no one can deny that language teaching in general, and ELT in particular, historically evolved around the notion of the native speaker”. Conventional ELT approaches continue to operate on the assumption that learning English aims to facilitate communication exclusively with native speakers or those who seemingly and misleadingly speak like natives. This approach disregards the reality that most English contact today occurs between non-native speakers, who bring their pragmatic competencies and their own cultural and linguistic backgrounds to the interaction.

Unlike traditional native-speaker models of English, which prioritize standardization and correctness, ELF values intelligibility and effective communication in a global context (Widdowson, 2012). Therefore, it is crucial to bring ELF to the language classroom (Dewey, 2012), where students can develop a more comprehensive understanding of the language and the intercultural communicative competence necessary to communicate successfully with speakers from diverse linguistic and cultural backgrounds (Seidlhofer, 2011). This task, however, requires that teachers recognize the significance of ELF and have the essential pedagogical knowledge and skills to incorporate ELF into their teaching practices. During

education programs, pre-service English teachers must become aware of how traditional ELT neglects the vast majority of English speakers who use the language in their own unique ways, unapologetically and defiantly, without overshadowing or suppressing their native languages and their identities.

2.3 ELF awareness or ELF conscientização

The Brazilian philosopher and educator Paulo Freire introduces the concept of *conscientização*, a Portuguese term that describes the process of developing critical thoughts about the social reality of one's community by introspection and action.. Conscientização is a paramount concept of Freire's ideas about education, and it prompts action and fosters transformation (Freire, 2016, pp. 55-55). Freire (2000, p. 109) asserts that intervention in a given reality "results from the conscientização of the situation" and that conscientização is more than the mere attitude of awareness. It is a step further and leads to action against inequalities. While 'awareness' might seem like the obvious English equivalent for conscientização, it doesn't fully encompass what Freire meant by the term. This is likely why, in the English version of his seminal work, the Pedagogy of the Oppressed (Freire, 2000), the translator deliberately chose not to translate conscientização as 'awareness' in order to highlight the difference between the two terms and preserve the unique meaning of conscientização.

Inspired by Freire, in this work, when we talk about ELF awareness, we are referring not to a naive awareness (Freire, 2016, p. 116), which is passive and observational, but to a conscientização that leads to reflection, confrontation with local reality, and consequently, to action, especially against power structures that reproduce inequalities. For Freire (2016, p. 55), conscientização is more than merely "standing before reality" and adopting an inert, passive intellectual stance. In other words, "conscientização cannot exist outside of 'praxis', or rather, without the act of action-reflection".[1] An ELF-aware English teacher, therefore, following Freire's lessons, should not only understand the theoretical principles of English as a lingua franca, but must also be driven by the desire to transform theory into action. The theory must be reflected in their praxis with the goal of transforming the realities of their students, especially against the unequal power dynamics that are rooted on ELT foundations (see Phillipson, 1992; Pennycook, 2007).

In line with the Freirean perspective, Sifakis (2014) emphasizes that ELF-aware teachers should: 1) be provided with an informed awareness of the ELF construct, engage in debate over the concept, and deeply understand the impacts of ELF in their own reality; 2) be inspired to examine critically their own ideas and preconceptions regarding language, communication, and the teaching and learning of English.; and 3) be capable and guided in making sustainable changes in their ways of teaching. In other words, instead of merely reading and getting informed about ELF, teachers must commit to shifting their own stereotypical native speaker-oriented perceptions and contemplate real and possible changes in their practices (Sifakis, 2019).

ELF awareness shakes up traditional ELT, transforming many aspects of the classroom experience, such as modifying traditional grammar-focused activities, valuing students' diverse linguistic and cultural backgrounds (Jordão and Marques, 2018), prioritizing communicative competence (Taglialatela, 2022), exposing students to a variety of English

[1] A conscientização não consiste num "estar diante da realidade" assumindo uma posição falsamente intelectual. Ela não pode existir fora da práxis, ou seja, fora do ato "ação-reflexão".

accents (Patsko, 2014), promoting the use of English as one among several other alternatives in multilingual activities (Jenkins, 2015), and encouraging the development of intercultural communication strategies (Lopriore and Vettorel, 2015). Particularly in a colonized country like Brazil, which continues to live with the damaging consequences of that legacy, the ELF perspective also demands an urgent need for a more critical and political understanding of English in the class (Duboc and Siqueira, 2020; Jordão, 2023).

Echoing Paulo Freire's teachings, the ELF-aware teacher goal should not be the mere uncritical mastery of the language anchored in native speaker models. Instead, ELT should inspire students to take ownership of English and use it confidently to also represent their identities, histories, and knowledge, rather than suppressing them. Therefore, encouraging reflections that can potentially lead to *conscientização* among Brazilian pre-service teachers is vital if we aim to incorporate ELF into teaching practices and language comprehension in Brazil. ELF is not considered a new methodological approach to ELT (Sifakis, 2019), but ELF awareness inevitably represents a drastic change in classroom practices and how ELT methods are implemented. The ELF-aware teacher recognizes the importance of fostering the same awareness, or *conscientização*, in their students. That is why when we help to promote ELF awareness in teacher education, we also help to initiate a gradual transformation of attitudes, which is essential for introducing new and more egalitarian perspectives to ELT classrooms.

2.4 ELF-aware pre-service English teachers

As a growing body of research suggests, incorporating an ELF perspective into pre-service English Teacher Education is crucial for fostering awareness among future educators, enabling them to move beyond native-speaker biases and appreciate the rich linguistic and cultural diversity characterizing most of the global English interactions. Sifakis and Bayyurt (2018), for example, place the pedagogical concern of ELF within the concept of ELF awareness. For these scholars, The process of actively engaging with ELF research and creating a personal understanding of how to incorporate it into the classroom setting is referred to as 'ELF awareness'. Bayyurt, Kurt, Öztekin, Guerra, Cavalheiro, and Pereira (2019) also highlight the importance of teachers' ELF awareness being reflected in their teaching practices. Their study revealed, however, that pre-service English teachers, despite acknowledging the importance of interacting with non-native speakers and gaining intercultural competence, still tended to place a strong emphasis on native norms. The data clearly demonstrate the importance of English teachers studying ELF and fully comprehending it as a necessary part of their education. However, merely being aware of the concept is not enough; they must internalize its principles and learn to incorporate them effectively into their teaching practice.

It is still not common for teacher education courses to really delve into the study of ELF. This is why Diniz de Figueiredo and Siqueira (2021, p. 48) stress the significance of "robust teacher education programs, along with access to the literature and research results'' on ELF and its application in the classroom. Along the same line, Sifakis (2014, p. 319) argues "for the need to implement a rigorous teacher education framework for raising teachers' ELF awareness". Incorporating the study of ELF into pre-service teacher education programs can significantly impact teachers' professional development and the language learning outcomes of their future students. Teacher educators can focus on the process of *conscientização* by providing robust and in-depth discussions on ELF and its implications for teaching practices. This way, pre-service English teachers can gain a better understanding of the ELF context, local uses of the language, its variability, its flexibility, and the inherent power structures within English. This understanding can result in more practical approaches to teaching and better equip

students for communication in the real world. in diverse and multilingual settings, and challenge the power structures that permeate the English language.

2.5 ELF corpora

Empirical data emerges as a crucial tool for addressing a wide range of ELT goals (El Kadri and Gimenez, 2013; Sifakis, 2014). Consisting of recordings, transcripts, or other concrete evidence of authentic English interactions, resources such as various English corpora offer invaluable insights into how speakers employ English to navigate diverse communication situations. These corpora provide ELF-aware educators with a vast selection of authentic and original materials that can be customized for numerous activities. In addition, corpora can serve as an investigative instrument for both teachers and students, particularly in raising awareness of various tools and methodologies for learning and teaching while considering diverse possibilities of English usage (El Kadri, 2010; Mansfield and Poppi, 2012).

According to Galloway (2018, p. 471), ELF corpora also serve as a valuable resource for ELT materials creators, especially those who rely on corpus data to design course content. Corpora enable them to understand the unique nature of ELF and how it diverges from traditional, native speaker-focused ELT materials. Through the analysis of ELF corpora, still, according to Galloway, materials developers can identify the specific linguistic features and communicative strategies that define ELF interactions. As a result, they can produce more relevant and effective educational materials for learners in a wide variety of linguistic contexts.

In the domain of ELF research, corpora have already been instrumental in enhancing our comprehension of English's role as a global communication medium. Seidlhofer (2006) and Jenkins (2006), for example, have argued that corpus collection and analysis can be particularly valuable for the study of ELF. Their empirical research has highlighted the diverse features of English usage in ELF communication, including interactional strategies such as accommodation and negotiation (Cogo, 2010). Additionally, corpus studies have demonstrated that most speakers of ELF prioritize mutual intelligibility over adherence to native speaker standards for pronunciation or grammar (Dewey and Jenkins, 2010, p. 92). Dewey and Leung (2010) further point out that:

> Recent empirical work in ELF, for example, has been undertaken from the premise that what is appropriate and effective in language use is very context sensitive at the level of individual interactional events […] Being adaptive is an essential aspect of the interactional skills of accomplished speakers, especially in language contact or lingua franca situations […] This represents a key challenge to the way we have so far tended to conceptualize language in education. We need to think about how teachers can be encouraged and enabled to disentangle current beliefs about competence from association with a definitive set of language forms. (p. 11)

Numerous corpora have been created, such as the Vienna-Oxford International Corpus of English (VOICE, 2021), the English as a Lingua Franca in Academic Settings (ELFA, 2015) corpus, the Asian Corpus of English (ACE), and more recently, the Brazilian Corpus of English and Spanish (BraCES) [2]. By producing ELF-aware activities using or inspired by the empirical data

[2] The VOICE, ELFA, ACE and BrACE corpora can be found at: https://voice.acdh.oeaw.ac.at/aboutvoice/; https://www.helsinki.fi/en/researchgroups/english-as-a-lingua-franca-in-academic-settings/research/elfa-corpus; https://corpus.eduhk.hk/ace/; https://brace.ufba.br/

available in these corpora, educators can offer students the opportunity to study authentic examples of ELF communication. In addition, teachers can use corpora to design activities that expose learners to linguistic variations, strategies, and patterns commonly employed in ELF. Bringing empirical studies to ELT can enable the practical implementation of some of the key premises of ELF research, such as: a) making students aware of nonnative users of English (Sifakis, 2014); b) raising teachers' awareness and acceptance to other kinds of English (Sifakis, 2019); c) discussing English under the perspectives of native speakers (NSs) and nonnative speakers (NNSs) as equals on constructing language interaction (Seidlhofer, 2009); d) understanding attitudes regarding English in society (El Kadri, 2010); e) discussing the multilingual aspects of the language and debate on how speakers use all their background on interactions (Cogo, 2010); and f) raising students and teachers confidence on seeing themselves as English users instead of foreign speakers (Sifakis et al., 2018).

3. The present study

3.1 The aims of the study

Our study investigates how pre-service teachers respond to pedagogical activities within a lesson plan that incorporates authentic ELF interactions. The main objective is determining whether awareness can be fostered by using locally oriented ELF corpora, such as BraCES, in Brazil, for pedagogical activities. Additional goals include promoting a debate on the intelligibility of real ELF interactions and exploring the possibility of developing teaching activities based on ELF-corpora. To achieve these goals, we selected audio recordings from the BraCES corpus and designed activities to be implemented in Intermediate English classes of the undergraduate English Language program at the Federal University of Bahia, Brazil.

3.2 Research participants and processes

In this study, we gathered data from two distinct groups. Group 1 consisted of approximately 25 students, some in their second and others in their third semester of the Intermediate English course within the Federal University of Bahia (UFBA) English Language undergraduate program. This group of students was very receptive to the audio samples and activities. Group 2 consisted of approximately 27 students enrolled in the same course. We employed the same lesson plan and pursued the same objectives as with Group 1. However, in general, Group 2 showed less receptive responses toward the audio materials, mentioning issues such as background noise that hindered the audio recordings' comprehension.

The classroom space used for Group 2 was considerably larger than that of Group 1, negatively impacting the audio quality. Alternatively, we sent the audio files to their personal devices (cell phones, tablets, and laptops). Due to the extended time required for the students from Group 2 to complete the task, they were asked to reflect on their responses at home and submit them in subsequent classes. Unfortunately, this prevented us from conducting face-to-face debates, as the semester was already near its end. Despite these challenges, the data gathered from both groups provided valuable insights into the students' reactions to the pedagogical activities and their attitudes toward ELF.

It is important to note that since the research was conducted near the end of the academic semester, the students had already participated in classroom discussions about ELF, encompassing its definition, relevance, and fluid nature. After implementing the activities, we collected students' written responses for analysis in this paper. All materials presented here are shown exactly as written by the students, without any grammatical corrections or added comments. Overall, the material revealed a wide range of perspectives and most students

expressed feelings of insecurity when interacting with English speakers regardless of their linguistic background, indicating that despite the discussions around ELF, there is still a tendency to prioritize native-like fluency goals. However, at the same time, students acknowledged that the discussions stemming from the activities helped them realize that native-like fluency should not be the goal. We will discuss the participants' responses in more detail in the subsequent sections of this study.

3.3 Selected materials

We carefully selected three English audio recordings from the BraCES to use in our classes. We chose them based on their relevance to the activities' objectives and their potential to foster students' ELF awareness:

a) The first audio (https://brace.ufba.br/en/transcription-1), which is relatively short (approximately 30 seconds), is a conversation between a young Jamaican woman and a young Brazilian man. They discuss the Jamaican English accent and English intelligibility in general. The Brazilian speaker wonders if his English would be understood in Jamaica, leading the Jamaican speaker to explain her country's linguistic diversity. We used this audio as a warm-up to introduce the topic of language varieties.
b) The second audio (https://brace.ufba.br/en/node/6), slightly longer, just under 6 minutes, captures an interaction between two young Brazilian women and two young Canadian women. They meet at the beach and engage in a dialogue covering general topics, such as the languages they speak, their impressions of Brazil and Canada, and the weather. We specifically chose this audio because the themes discussed closely align with those often found in English coursebooks' listening activities.
c) The third and longest audio (https://brace.ufba.br/en/transcription-3), around 6 minutes and 30 seconds, records a conversation between a young Brazilian man and a young man from Congo. They discuss Brazil's supposedly monolingual nature, contrasting it with Congo, where multiple languages are spoken and used for communication. We selected this audio to foster discussions on language fluidity and plurilingualism. Some students even suggested incorporating this recording into classrooms to challenge the misconception that Brazil is a monolingual nation, given the presence of many indigenous languages and several European languages, not just Portuguese.

3.4 Activities and objectives

After selecting the materials, we proceeded to design the activities and establish the objectives. Here, it is important to note that our intention is not to discuss, step by step, the lesson plan (LP) we used but rather to share the participants' reactions to the activities within the plan. Nonetheless, we appended a copy of the LP at the end of this article. The primary goals of the activities were to:

1) Investigate students' general feelings and impressions after engaging in listening activities based on authentic English language used by native Brazilian Portuguese speakers in Salvador, Bahia, Brazil, within Lingua Franca contexts;
2) Encourage reflection and foster discussions on intelligibility based on real-life samples of English as a Lingua Franca interactions;
3) Stimulate reflection and discussions on the potential use of audio recordings from ELF corpora in ELT activities.

To achieve these objectives, student-teachers listened to audio recordings and were then prompted to answer a series of questions addressing their comprehension of the material, the challenges they encountered while listening to them, and their receptiveness to various accents. Upon completing this task, they were encouraged to reflect on their own English language usage and articulate their thoughts in writing. Subsequently, the students formed small groups to discuss potential applications of this material in an English teaching context. After a discussion period, they were instructed to write summaries of their ideas, which, as previously mentioned, were used for the analysis in this study.

4. Pre-service teachers' reactions to corpus-based activities

ELF researchers have consistently emphasized the critical importance of fostering ELF awareness among both pre-service and in-service teachers in order to transform perspectives on language, teaching, and learning (Sifakis et al., 2018). An important step towards awareness, according to Dewey and Leung (2010, p. 12), is precisely to contrast abstract language models with the language used in real communication contexts:

> What is most important here is the need to promote awareness among the teaching profession of the inherent variability of human language. This lack of awareness represents a substantial challenge to orthodox opinion in language education. An important initial consequence of this is the need in teacher education to raise awareness amongst teachers of English of the fluidity of language, of the complex relationship between the rather abstract level of language models and the more immediate level of language as enacted in communication. Recognizing this pluralistic and complex nature of language in use would be an important first step towards fundamentally reconsidering current beliefs and practices in language pedagogy.

In our study, future English teachers were exposed to real-life audio recordings of Brazilians successfully communicating in English with people from different parts of the world. The data showed that the future teachers compared themselves to the Brazilian speakers in the audio recordings, which led some participants to feel unprepared for being in situations like those. On the other hand, they also acknowledged the importance of exposing themselves, and English students in general, to this kind of material and using it systematically in ELT.

Out of the 16 responses we received from Group 1 (as not all participants provided written answers), 15 revealed varying degrees of discomfort and insecurity regarding their own English proficiency. Expressions indicative of these feelings frequently popped up in the participants' responses, as illustrated by the samples[3] below and indicated in bold:

> *I am **not security** with my English but I try to talk even though, because I think when we try even we make mistakes we learn with them.*
>
> *I **believe my English production is horrible** either with native or non-native speakers, because its almost don´t exist.*
>
> *However I feel that my **oral production is medium**.*

[3] All the excerpts presented here are exactly as the students produced them, without any intervention in grammar or content.

> *When I´m nervous and **insecure about my English** the words run away from my mind.*
>
> *Unfortunately **I feel insecure** using my English with other people.*
>
> *I think my English could be much better but my **main problem is my insecurity** because I am too shy.*
>
> *I **feel very insecure** about my English pronounce because I think my accent interefer.*

At this point, it is important to remember that the course in which we conducted the research was intermediate-level within the English language teaching degree program, meaning it was a class composed of future English teachers who were still learning the language. The insecurity reflected in their responses was, therefore, somewhat expected.

Despite initially reporting difficulties in understanding, some students in Group 1 mentioned that the audio recordings and classroom discussions led them to change some of their perspectives or reinforce a shift in their mindset they had already begun to undergo, as demonstrated in the following responses:

> *However, with the discussions brought in class I am starting to change my mind about speaking using my accent because it doesn't make sense to imitate the English natives even if in the native English countries there is variations, and also if I am being understood I am achieving my propose.*
>
> *These reflections make me aware of my potential and changed my attitude in front of my English skills. (…) Finally,I think that Brazilians has a kind of underdog syndrome. We are putting ourselves down all the time, especially when it regards to other countries. It is time to change that and understand that we are as capable as anyone is.*
>
> *But now, I know that is possible pronounce and speak using my own accent and it´s complete right. And I know that there´s a lot of "englishes" and I don't have to follow anyone.*
>
> *but the last classes have been showing to me that it is ok keeping my first language mark if doesn´t interfere me in being understood. Actually, I feel like keeping this mark is very good because it shows a whole history behind the speaker.*

According to El Kadri and Gimenez (2013, p. 126), "teachers may feel inferior to native speakers of English, and their professional identity is affected when approached from an EFL perspective". This sense of eternal and insurmountable inferiority becomes evident in the participants' responses above, and it reflects a power dynamic that inevitably favors native speakers of hegemonic English varieties. Non-native speakers are therefore imposed with an unreachable goal which inevitably generates continuous feelings of inferiority, especially in non-native English teachers. However, after conducting activities based on audio recordings where non-native speakers confidently used English and after discussing with the students the lingua franca character of the English language, we already noticed a minor change in these

feelings of inferiority. By promoting such a discussion, we realized the emergence of *conscientização* in teacher education. Pre-service teachers identified the oppression they consistently faced as English learners, realizing that the native speaker always presented as a model, in truth, reveals itself as an unattainable, idealized, and artificial standard.

We were surprised that after just one class, the students showed such openness to rethinking practices and perspectives associated with ELT. Although, as student teachers, they do not yet have teaching experience, they have extensive experience as English learners. They are, therefore, used to traditional ELT approaches. It would have been understandable, therefore, if they showed resistance to the changes we proposed, which was not the case. Instead, what we could notice is how the process of *conscientização* is more of a journey than a fixed method or approach to ELT. Through recognizing their own experience as English learners, they identified the need for changes in practices.

In the classroom discussions about the audio recordings, students highlighted the significant potential that pedagogical activities based on real interactions have. English lessons that incorporate authentic English interactions between people from different countries, with various accents and cultural identities, can show English learners that speaking another language does not mean erasing their identity, culture, accent, or even their own language. This awareness has a positive impact on students' self-esteem and represents a step towards *conscientização* transitioning them from English learners to English users (Sifakis, 2019). Regarding this newfound awareness, it was very interesting to see how a student engaged in deep self-reflection about their fears and insecurities and how these fears and concerns negatively affected them in some attempts at English interaction, as demonstrated in the following response (key points are indicated in bold):

> *I **used to be very insecure** about my English production. However, a couple of interactions with native speakers made me realize that the importance lies in my ability to communicate. In addition, I understand **that they do not care about how we speak**. At least **in my experience**, they were very polite and recognized my effort to speak in their language when it was not my obligation since they were in my country. In my first experience talking to a native speaker I stuck. I was too nervous thinking about what he would think about my accent, grammar skills, and vocabulary. My interaction was impaired by self depreciating thoughts. **After that, I started to understand that I do not have to be nervous or shamed about my English** because at least I am trying.*

This participant struggles with self-deprecating thoughts that hinder the success of their English interactions. Unfortunately, this is a common issue among English learners that originates from the traditional way of teaching the language, which is centered on native speakers and follows strict sets of well-defined norms. Classroom discussion provided the student with a listening space where they could share their thoughts and strategies they had been silently formulating to resist native-speakerism. Additionally, these discussions allowed them to realize that they are not alone, fostering a sense of community and, in some ways, resistance.

In Group 2, we also observed several responses that expressed discomfort when listening to the audio recordings (7 out of 10 responses). However, three students mentioned that they appreciated being able to understand the audio with ease and could imagine themselves in a similar situation:

> *I felt comfortable because I was able to understand easily.*
>
> *I am comfortable because I understood the communication*
>
> *My feeling is exciting because I could imagine how it could be if I were there. It could be a great experience. It was a good expression. The second one it sound is great because I could understand this conversation.*

These responses may indicate that the "comfort" and "excitement" students refer to while listening to these conversations are closely linked to their ability to understand the ELF interactions or perceive their potential real-world applications. The students could imagine themselves in the positions of the interlocutors in those audio recordings as non-native English speakers. In this sense, the audio materials based on ELF corpora also play an important role in giving representation to the vast majority of English speakers around the world who did not see themselves and still do not see themselves reflected in most ELT materials.

It is important to observe that despite not yet being educators, these future teachers demonstrate an understanding of the language's fluidity and variability. The students who provided the responses above already see themselves as teachers implementing listening activities based on ELF corpora samples. They have understood the importance of these audios in ELT and are already engaged in discussing the criteria that should be used for selecting them. Students recognize the need for teachers to modify their own pedagogical practices and work as creators of teaching materials, not just as their implementers. The students even suggest activities that can be used in the classroom, as evidenced by their responses:

> *A teacher **can use this audio to talk about accent**, to talk about interculturality. A teacher can **problematize the reason we don't speak another language** than Portuguese. A teacher can also explain etymology and linguistics roots. And the importance of studying English*
>
> *For the students: **learn other way to speak (not formal structure, accents)**. For teachers: **language is alive (audios from native speakers not from USA)***

Acknowledging that these pre-service teachers have just begun their academic journey and have not yet completed courses such as teaching practice and didactics is crucial. The classroom discussions were designed to facilitate the transition from language students to future educators while fostering debates on language diversity and on the linguistic, social, educational, and political implications of using ELF in their future classes, as well as deconstructing the notion of linguistic homogeneity (El Kadri and Gimenez, 2013).

In general, the classroom discussions based on real-life ELF interactions were extremely enriching. They positively impacted the self-esteem and motivation of the student-teachers. The complexities of incorporating ELF in ELT have been extensively debated (Dewey, 2012; Sifakis, 2014, 2019), and based on the pre-service teachers' responses, they also recognize these challenges. Envisioning themselves as future teachers and ELT material creators, the participants stated that the selection of audio recordings to be used in class should be done carefully, taking into account the characteristics and needs of each group. They also emphasized the need to find a balance between grammar and communicative freedom:

> *The method could be used as a demonstration of what will be studied contributing to raise student's interest on activity/class. We would need to study which recordings would be more productive for a class. It becomes a challenge to create a balance of perception between the relevance of grammar and the freedom of communication*[4].

The student's mention of grammar may suggest a lingering concern with traditional aspects of ELT. While they seem to understand the broader discussion surrounding English as a Lingua Franca, they may still be worried about adhering to certain sets of norms, probably those of the idealized "standard" English, which is still presented as the desired goal in the majority of English classrooms around the world. The concern of this student illustrates both the importance and difficulties of the potential integration of ELF with ELT. The fact that they referred to this integration as a 'method' also draws attention to the importance of clarifying to future teachers that although ELF can inform different methodologies, it is not, in itself, a new method of teaching the English language.

Overall, students' responses to the activities proposed in our lesson plan suggest that bringing the discussion about ELF to teacher education courses can have very positive impacts. Although we worked with a few pre-service teachers and did not verify if there were actual practical changes in how they understand the English language, their immediate responses have already given us a lot of confidence that reflections like the ones we proposed can lead to significant results. We share the same belief as Sifakis (2019) that educators should consider an approach that integrates English as a lingua franca into English language teaching. To transform this belief into reality, the study of ELF should be included in teacher education programs. Our study has demonstrated that, despite the difficulties it presents, future teachers might be willing to modify their practices to meet the requirements of ELF.

The participants in our study exhibited openness and interest in formulating pedagogical decisions grounded in students' contexts. They acknowledged that non-native English speakers should not feel pressured to hide their culture, accent, or language. Rather than aiming to sound like a native speaker, they understood the value in sounding non-native, thereby enriching the English language with their unique identity, culture, and mode of expression. As one participant wisely put it, retaining my language and accent "is very good because it reveals the rich history behind the speaker".

5. Final words

Considering Freire's definition of *conscientização*, an ELF-aware teacher cannot keep the discussions in the realm of ideas. Instead, they must turn awareness into concrete action, leading their students to see language education under critical lights. However, in practice, many teacher education courses have not thoroughly and systematically addressed this topic, resulting in many teachers ignoring the ELF perspective in their classes, despite apparently understanding its importance. Raising awareness among English learners about the importance of English as a lingua franca is not a simple task. It requires teachers who are already aware of its concepts to put the theory into practice. In this sense, studying English as

[4] This excerpt was translated from the original in Portuguese: "O método pode ser usado como uma demonstração para o que será estudado contribuindo para despertar o interesse pela atividade/aula. Precisaríamos estudar quais gravações seriam as mais produtivas para a aula. Se torna um desafio criar um equilíbrio de percepção entre a relevância da gramática e a liberdade da comunicação".

a lingua franca in teacher education is an essential initial step to promote actual change and spread it among other ELT stakeholders.

In this study, we were surprised by the students' openness in embracing the perspective of English as a lingua franca, both as English learners and as future teachers. For example, in just one class discussing the use of ELF corpora in ELT, they not only understood the importance of the proposal, but also engaged in rich discussions about how to use these audio recordings, what criteria to adopt for selecting them, and how to identify the most suitable ones for each class. Our study demonstrated that ELF corpora can serve as important tools in promoting ELF awareness in English language classes. It is necessary, therefore, to incorporate these corpora into teacher education programs so that future teachers become used to listening to them, learn how to adapt them for systematic or auxiliary use, and develop the necessary skills to use them effectively in their classes. Future teachers must understand that ELF should not be approached as just one topic among many others in a specific teaching unit but should always be present, informing the way teachers work on various activities regardless of the topic, subject, or objective. As a perspective that results from awareness, or *conscientização*, ELF enables us to view the English language through a new, more egalitarian lens, leading to various changes in teaching practices. Adapting ELF corpora interactions into practical pedagogical activities also requires time, reflection, experimentation, and observation. In this study, we present an initial attempt at implementing such activities and observing the outcomes. More studies are needed so that we can better understand how to combine ELF and ELF-corpora with ELT in Teacher Education in Brazil.

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Appendix

Lesson plan

Time: 60 minutes

Topic of the lesson: Accents and intelligibility

Main goal: Encourage critical discussions on intelligibility through listening activities based on authentic English interactions in Brazil.

Specific objectives:

1) Encourage reflection and dialogue on intelligibility in English among pre-service teachers;
2) Conduct listening activities focused on authentic language use in Salvador, BA;
3) Encourage students to engage in a debate/discussion about understanding the speakers within these contexts;
4) Encourage students to reflect on the development of teaching strategies inspired by this material.

WARM-UP	
Purpose	Engage students in listening to a brief conversation that took place on campus, and encourage them to share their impressions and reflections
Tasks	1) Play audio 1 from BraCE and ask students: What are your impressions listening to this audio? Where do you think this people are from? What do you think they are talking about? Do you feel comfortable listening to this audio? Why? 2) Listen to it one more time and review student's answers. Do they remain the same?
Time allotment	5 minutes
STUDY	
Purpose	Foster discussions among students regarding intelligibility, using audio samples collected from the UFBA campus in Salvador as a basis for conversation
Tasks	1) Listen to audio 1 once again (from the warm-up activity) and verify the transcription. How does having access to the transcription change your understanding or impressions of the audio? 2. Listen to another audio (audio 2 - 5'54") and try to answer the following questions: a) Where was the audio recorded? Why do you think so? b) What is(are) the primary topic(s) of the conversation? Why do you think so? c) Which speaker do you find easiest to understand? Why? d) Can you follow the conversation without difficulty? e) What are your thoughts and impressions about the audio? The teacher will play the audio once and ask for general impressions. Then, the audio will be played a second time, and students will answer all the questions in groups. Listen to the audio again and verify your answers.
Time allotment	20 minutes
PRACTICE	
Purpose	Facilitate a comparison of two audio recordings, prompting students to consider intelligibility and its significance in communication
Tasks	The teacher will ask students some questions about the audios and facilitate group discussions: 1. Which audio do you think is the easiest to understand? Why? 2. Was there any specific challenge in understanding it? Why?

	3. Compare these audios with the ones you encountered as an English student and answer the following questions: a) Which ones sound more natural? Why? b) Which ones would you encounter in your daily life? Why? c) What steps would you take to enhance your comprehension if you were engaged in these conversations?
Time allotment	10 minutes
PRODUCTION	
Purpose	Encourage students to explore the concept of English as a Lingua Franca (ELF), discussing the potential benefits of the provided audio samples for both teachers and learners
Tasks	Form groups, discuss, and document your answers to the following questions: 1. What are your impressions/feelings about participating in activities based on genuine interactions? 2. How do you believe these materials could aid your learning as a student? And your development as a teacher? 3. How would you utilize these kinds of materials for English students?
Time allotment	15 minutes
WRAP UP	
Purpose	Guide students in recognizing the value of authentic interactions in ELF research, helping them appreciate the importance of real-life communicative contexts
Tasks	The teacher will explain ELF and Corpus and inform the students about the BraCE project.
Time allotment	5 minutes

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Engaging with Global Englishes and cultures through movies: A bottom-up curricular initiative

Shu-wen Lin

This paper presents the results of an action research project investigating a Global Englishes course offered at a Taiwanese university, in the context of Taiwan's Bilingual 2030 policy. The study aimed to address the issue of English being viewed as a foreign language in Taiwan, and native speakers being stereotypically considered as the custodians of the language and culture. To address these problems, the researcher implemented a course called Learning Englishes and Cultures Through Movies based on the Global Englishes paradigm. 14 second-year undergraduate English majors fully participated in the course during the second semester of the 2020–2021 academic year. Qualitative data were collected from biweekly reflections provided by the students and analysed through content analysis. The findings showed that the course helped students develop more global attitudes and perceptions, and supported the effectiveness of the materials and tasks included in the course. The results offer guidance for future cycles of action research.

Key words: Global Englishes, intercultural awareness, curricular initiative

1. Introduction

Answering previous researchers' calls for empirical validation and documentation of pedagogical and curricular practices focused on the global role of English (e.g., Rose, McKinley, and Galloway, 2021; Sifakis, 2019; Sifakis and Bayyurt, 2018), this study embarked on an action research project in a Taiwanese university. The study emerged within Taiwan's national attempt to bilingualize the educational system, with a primary focus on improving Taiwanese individuals' English proficiency (Taiwan National Development Council, 2018). Being bilingual involves the ability to express oneself in two languages (Chinese and English in Taiwan's case) and feel a sense of identity and ownership in relation to both languages. However, in Taiwan, which is traditionally categorized as an Expanding Circle country (Kachru, 1992), English is predominantly viewed as a foreign language, and native speakers of English are stereotypically regarded as the custodians of the English language and English-speaking culture (e.g., Yeh, 2016, 2019). Thus, English learners in Taiwan must raise their critical awareness of the role

and ownership of the language and culture in the globalized world. The course presented in this study was developed and implemented for this reason.

Customarily linked to academic and economic success and global competitiveness, English learning has been heavily emphasized at educational institutions of all levels in Taiwan (Chen, Kao, and Tsou, 2020; Graham, Pan, and Eslami, 2021). Specifically, English has been taught academically for approximately half of a century, and Taiwan's approach to English education has undergone a considerable change since the turn of the 21st century. This section of this paper briefly reviews this transformation as an introduction to the paper as a whole.

Recent (2001–present) English policies—including those in the Nine-Year Integrated Curriculum and the 12-year Basic Education curriculum, as well as those aimed at positioning Taiwan as a pivotal center for higher education in the Asia-Pacific region and for the long-term development of Southeast Asian nations (Hou, Morse, Chiang, and Chen, 2013)—have contributed to changes in the curriculum and instruction. Communicative language teaching has been advocated, and English learning was extended to primary education when the Nine-Year Integrated Curriculum was implemented in 2001. The 12-year Basic Education curriculum, implemented in 2019, especially seeks to empower language ownership, cultivate awareness of diverse English use in intercultural contexts, and bolster practical communication skills among students. Additionally, in higher education institutions, English for Specific Purposes and English-medium instruction programs have been increasingly adopted (Chen et al., 2020; Chern, 2014; Tsou and Kao, 2017; Yeh, 2019).

The 2030 Bilingual policy constitutes another critical transformation in Taiwan's English education. This policy focuses on the promotion of English across all levels of education (Ferrer and Lin, 2021; Taiwan National Development Council, 2018). Employing the discourse of global competitiveness, the policy is aimed at "providing people with quality job opportunities [and] elevating Taiwan's economic development" by "comprehensively strengthening people's soft power for employing English in listening, speaking, reading, and writing" (Taiwan National Development Council, 2018, p. 7). These goals are to be achieved through the provision of "English language instruction, English [medium of instruction] courses and online platforms" (Ferrer and Lin, 2021, p. 8), as well as many other English learning facilities and resources. However, the Taiwanese Ministry of Education values the English-as-a-native-language mindset and English-only environments in terms of both the English language and education in other subjects (Taiwanese Ministry of Education, 2019), and some believe that this perspective "may impose negative impacts on stakeholders' identities and sense of ownership" (Chen et al., 2020, p. 178). Conversely, some researchers have upheld a globally oriented approach that recognizes the diverse multilingual and multicultural nature of English language use and Taiwanese society (Chen et al., 2020; Ferrer and Lin, 2021; Graham et al., 2021).

This study, guided by the Global Englishes theoretical framework, proposes a bottom-up curricular initiative designed to address English's linguistic, cultural, and functional diversity (Matsuda and Friedrich, 2012). Before the initiative and its results are presented, a review of the Global Englishes framework and its implications is provided in the next section.

2. Theoretical framework

The English language has a global reach. Specifically, it transcends regional and language divides, functions as a lingua franca, and commonly serves as "a contact language between speakers or speaker groups when at least one of them uses it as a second language" (Mauranen, 2018a, p. 8). Because English is often employed by users from a wide array of linguistic and cultural origins, learners, including Taiwanese ones, must learn to function in multilingual and multicultural contexts and to feel entitled to ownership of English (Boonsuk, Ambele, and McKinley, 2021; Galloway and Numajiri, 2020).

Galloway (2013) established an inclusive framework called Global Englishes Language Teaching (GELT). This framework problematizes the standard English ideology and challenges the exclusive ownership of English by native speakers. It is presented as an approach that brings together the proposals for change in English language teaching (ELT) to address matters of "what English is, who owns it and how it should be used" (Rose and Galloway, 2019, p. 11).

The GELT framework unveils 12 dimensions that distinguish global and traditional approaches to ELT. These dimensions include target interlocutor, owner of English, target culture, ideal teacher, norm, role model, source of materials, other languages and cultures, needs, assessment criteria, goals of learning, and orientation (Rose and Galloway, 2019). Globally oriented ELT encourages movement away from both the monolingual orientation of English and an ethnocentric view of the language and culture. It advocates an inclusive vision where all English users, not just native speakers, are seen as legitimate interlocutors and owners of the language. This shifts the focus away from simply communicating with native speakers and encourages a more dynamic understanding of English and its diverse communities. Similarly, the ideal teacher or role model in a global ELT setting is not confined to native speakers but can extend to any expert English user who embodies strategic and authentic language use. Their communities and contexts become valuable sources of learning materials, challenging the notion of static language norms and fixed cultural ideals. Ultimately, globally oriented ELT empowers learners to leverage their multilingual and multicultural backgrounds as assets in communication, recognising that success extends beyond mimicking native-speaker standards (Galloway, 2018; Galloway and Rose, 2015, 2018; Rose and Galloway, 2019; Rose et al., 2021).

To help institute globally oriented ELT, an agenda for action involving the following five elements has been proposed (Galloway, 2011; Galloway and Rose, 2015; Rose and Galloway, 2019):

1) Emphasize respect for multilingualism in ELT,
2) Cultivate a critical understanding of the role of English as an international language,
3) Enhance consciousness of communication strategies in language programs,
4) Advocate for the recognition and respect of varied cultural and personal identities in ELT, and
5) Change the recruitment policies for English teachers in the ELT sector.

In addition to this proposal, scholars in the field of Global Englishes have argued that the goal of ELT is to "[equip] transnational/transcultural users of English with a repertoire of knowledge, skills, dispositions, and attitudes to be able to function in today's glocalized world" (Selvi, 2019, p. 141).

Despite growing interest in Global Englishes–oriented research and English language education, classroom-based pedagogical studies are limited, with the majority of such studies having been conducted in higher education and Japanese ELT contexts (Rose et al., 2021). This

gap is proposed to have been caused by adherence to a monolithic English ideology in ELT (e.g., assessment), a lack of GELT materials, traditionally oriented teacher education programs, and hiring practices that favor native English–speaking teachers (Galloway and Numajiri, 2020; Galloway and Rose, 2015; Rose and Galloway, 2019). Some studies have addressed these matters; for example, Galloway and Rose (2014) used online resources and corpora as materials for an out-of-class listening task where their students listened to audio files and then reflected on their listening experiences. Sifakis and Bayyurt (2015) examined a World Englishes and English as a lingua franca–aware English language teacher education project and its stimulation of participants to rethink their teaching practices. Lee (2019) composed a pedagogical report on a classroom activity that challenged students' prejudices toward nonnative English. Adding to these initiatives, Sifakis and Bayyurt (2018) and Sifakis (2019) highlighted the crucial role of teachers in documenting their pedagogical implementations, positing that such documentations can offer invaluable insights into the quality and influence of these activities. More recently, Rose et al. (2021) emphasized the importance of conducting and disseminating studies similar to preceding ones but in diverse contexts, thereby enhancing the trialability of curricular innovations associated with Global Englishes and broadening their appeal to a wider circle of researchers and practitioners.

3. Research methodology

In response to these calls to action, this study embarked on a comprehensive exploration and thorough documentation of pedagogical practices within a Taiwanese university context. By doing this, the aim was to contribute to the growing body of evidence advocating a shift towards a globally oriented approach to ELT. The methodology for this study drew inspiration from earlier research, specifically Chao (2013, 2021) and Humphreys and Hirschel (2021). As part of the study, a content-based course was designed, taught, and examined. This course, utilizing movies as a medium, sought to foster students' awareness of the multilingual and multicultural dimensions of English.

3.1 Learning Englishes and Cultures through Movies course

With the aim of raising awareness, the researcher applied the curriculum design principles outlined by Widodo, Fang, and Elyas (2022). These principles address six key components: learning goals, learning content, texts, learning tasks, instructions, and learning outcomes. The goals of the course were formulated from a Global Englishes perspective. The course content included a variety of topics related to Global Englishes, including the global spread of Englishes, learning and using English as a lingua franca, ownership of English, the standard English myth, cultural identity, and generalization and stereotyping. The content also touched on sources of culture, such as family and gender.

After determining the desired content of the course, the researcher chose appropriate "texts" to represent "how English is used in global contexts by individuals with a range of different linguistic, geographic, and cultural backgrounds" (Widodo et al., 2022, p. 3). In the present study, the chosen "texts" were not texts but movies. Movie-based English courses have been adopted extensively in universities (e.g., Ismaili, 2013; Kabooha, 2016), including in Taiwan (e.g., Chao, 2013, 2021). Most such courses treat movies as either a medium for students to practice and strengthen their language skills or a form of literature for students to appreciate and analyze. In this study, the researcher adapted a course originally entitled Film English, which is a direct translation of the Chinese name 電影英文. However, instead of pursuing the usual course objectives, the researcher aimed to develop her students' awareness of diversity

in English use and of cultures associated with the language on the basis of the Global Englishes paradigm.

The linguistic and cultural meanings attached to the movies were explored through specifically designed learning tasks, namely listening to lectures, answering movie comprehension and reflection questions, role playing, engaging in puzzle activities, conducting interviews, participating in discussions, and giving presentations. These tasks were accompanied by instructional prompts designed to encourage the students to explore, compare, and reflect on Global Englishes–related issues. A major outcome of the course was a collection of final project presentations each given by a group of 2–3 students. This project required the students to select a text (e.g., an article, a video) regarding a Global Englishes–related matter, express their opinions about the matter, and reflect on the relevance of the text and related matters with respect to their learning both on the course and in their lived experiences.

A summary of the learning content, the texts chosen to deliver the content, and corresponding learning tasks and instructional prompts is presented in the Appendix.

3.2 Participants and data

The present course was part of an undergraduate general English program offered predominantly to English majors at an urban vocational university in northern Taiwan. Of the 27 second-year English majors enrolled in this course during the second semester of the 2020–2021 academic year, 14 were recruited as full participants because they had submitted all the required reflection worksheets. These participants were all so-called nonnative English speakers from countries in the Expanding Circle of Kachru (1992).

Emphasizing a "critical approach to ELT", as promoted in Global Englishes pedagogical research (Rose et al., 2021, p. 5), this course incorporated a critical component of transformative reflection. As outlined by Sifakis and Bayyurt (2018), this component guided the participants on a reflective journey to reassess their ingrained perspectives on using English in multicultural contexts. Additionally, Sifakis (2019) proposed a process involving exposure to the complexities of English-medium communication in today's globalized context, the cultivation of a critical awareness of the challenges posed by these complexities within the sphere of English learning and use, and the formulation of a context-specific action plan.

To facilitate this transformative journey, the course required biweekly reflective writing assignments. These assignments prompted the participants to examine their beliefs regarding English, English speakers, English-speaking cultures, and English learning and teaching. Seven entries from each participant were collected and used as data for qualitative content analysis. Because the reflections acted as both a means of assessment and this study's primary data source, the students were informed that their grades for this assignment would not be awarded according to any existing models so that they would not attempt to please the teacher, which could have affected how they approached their reflections (Hobbs, 2007). The students received a grade only according to whether they had completed the reflection and submitted it on time. In addition, the students were free to write in Chinese or English so that they could express themselves in an unrestricted manner. In the findings section of this paper, the data are presented as original extracts written in English or English translations of original extracts written in Chinese.

The written reflections submitted throughout the course were suitable for qualitative content analysis, a method "for the subjective interpretation of the content of text data through the

systematic classification process of coding and identifying themes or patterns" (Hsieh and Shannon, 2005, p. 1278). The students' answers to each reflection question underwent inductive content analysis. The researcher first analyzed example answers to establish initial themes and codes and then applied these codes to the remaining data. The coding scheme continued to evolve as new codes emerged and were integrated (Silverman, 2019).

The data collected were used to examine two questions:

1) What attitudes do Taiwanese university students have toward the diversity in English use throughout the course?
2) What perceptions do Taiwanese university students hold regarding the multicultural character of English throughout the course?

4. Findings

Two parent theme codes were derived from the research questions: students' (1) attitudes toward English use and (2) perceptions of cultures. These parent codes had five and four subcodes, respectively, and a total of 170 references in the participants' reflections were coded using these subcodes (see *Tables 1* and *2* further below). Analysis and interpretation of the coding results helped the researcher determine the extent to which the course had fulfilled its purpose of developing students' awareness of English's multilingual and multicultural nature. Critical points of view are shown in bold print.

4.1 Attitudes toward English use

A total of 67 references to the participants' attitudes toward English use were identified (*Table 1*). Most references were expressed in the reflections written after the first two lessons. For the topics Learning and Using English and Native-Speakerism and English Ownership, the lessons were mediated by the movies English Vinglish and Saving Mr. Banks, respectively, and allowed the participants to challenge some of their long-held beliefs regarding English use.

Table 1: Codes related to students' attitudes toward English use

Attitudes toward English use	W3	W5	W8	W10	W12	W14	Final
English as instrumental	10	0	0	0	0	0	0
English teaching as a professional practice	12	1	0	0	0	0	0
English use as norm dependent	11	2	0	0	0	0	0
EFL ideology as being challenged	4	11	0	0	0	0	3
English learning as practice oriented	13	0	0	0	0	0	0

At the beginning of the course, nearly a quarter of the coded references were related to a norm-dependent conceptualization of English. These reflections illustrated that the participants identified native English as the norm and their goal of learning English as achieving native-like competence. Failing to attain this goal threatened the participants' self-efficacy as English users, as shown in the following extracts.

Extract 1

> ***I hope I could speak English as fluently as native speakers.*** *To achieve this goal, I spend lots of time studying English. When I am studying, I find many words I can't pronounce or some grammar issues I don't notice.* ***These make some jokes when I am talking to my foreign friends.*** *(S07W03)*

Extract 2

I don't think I am [an effective English user] because I am often afraid to talk to foreigners when I see them. ***My English is not good enough, and I am afraid of making mistakes.*** *This is an obstacle I always face. (S12W03)*

我覺得我不是，因為我常常在看到外國人的時候會因為膽心自己英文不夠好，害怕自己講錯就不敢上前攀談，這是我一直以來需要面對的檻。

Some of the participants refrained from positioning themselves as "legitimate arbiters" (Seilhamer, 2015, p. 24); instead, they had adopted a learner position and were engaging in a lifelong learning pursuit of an ideal (Mauranen, 2018b), as illustrated by Extract 3.

Extract 3

I learn English the old-fashioned way. I take a step-by-step approach to studying and manage my time during the process. ***I think I still have a long way to go; there is still a lot to learn.*** *(S02W03)*

我是一個土法煉鋼的人。在學習路上都按部就班。也會安排時間。我認為我還有一大段的路要走，學習的東西還有很多。

After approximately the first third of the semester, over three-quarters of the coded answers to the reflection questions reported the participants' critical awareness of English hegemony, for example, by legitimizing variation in English language and problematizing native English as the normative benchmark. In Extract 4, the student states that she is proud of her accent. This extract is an example of the legitimization of variation. Additionally, in Extract 5, the student problematizes the necessity of adhering to standard English and argues that using English for multicultural communication should be a student's primary focus.

Extract 4

I find factors that cause variation in Englishes most interesting, because I never get to think about it. And the reason it is relevant to my life is that I, as a nonnative English speaker, was afraid of making grammatical mistakes and feeling ashamed of speaking English in front of people. But, ***knowing what I've learned in your course, I found there is nothing to be ashamed of and I should speak up instead of flinching for no reason. Accents can represent where we come from, and I am pretty proud of it****. (S03W05)*

Extract 5

We all like to take native speakers' classes and think that accent is important. We also think our own accents are strange. However, in fact, ***communication is mainly about understanding and not about standards or accents****. Everyone's culture, class, and level of study are different, so* ***it's not necessarily a matter of sticking to standard English but rather one of knowing how to use English****. (S10W05)*

我們都喜歡上 native speaker 的課 覺得口音才是比較重要的，覺得自己的口音都很奇怪，但其實溝通主要是聽得懂就好而不是需要多標準多字正腔圓。每個人的文化、階級、學習程度都不一樣所以不一定要執著於標準而是要如何應用。

The participants' reflections regarding English use at the end of the course were exclusively critical of native-speakerism. An example of such criticism is Extract 6, in which the student

views an expert English user (irrespective of their native or nonnative status), rather than a so-called native English speaker, as an ideal teacher.

Extract 6

I would like to learn a language from people who speak that language (not simply native speakers). (S05Final)

Although they regarded native English speakers as target language role models at the beginning of the course, the participants emphasized their teachers' professionalism; such emphasis concurred with the findings of Liang's research (as cited in Braine, 2005) and the present researcher's own self-study research (Lin, 2020), which demonstrated that students appreciated their teachers' professionalism over their ethnic or language background. Some examples of teachers' professional dispositions highlight an interactive teaching approach and a caring pedagogy, as emphasized in Extracts 7 and 8, respectively.

Extract 7

Students learn pretty much from the interaction between teacher and students. I am a type of guy that pays money for learning by interactive teaching. (S03W03)

Extract 8

He [the teacher in the movie] *gives different instructions to each student depending on their ability. In most of his classes,* ***he uses encouragement to guide*** *his students to answer questions. Therefore,* ***the students are not under too much pressure*** *when they learn English.* (S12W03)

他會視每個學生的能力不同來給予不同的指導，而且在他的課堂上大多都是以鼓勵的方式來引導學生回答。所以不會讓學生有太大的壓力，與此同時也有學到英文。

In addition, many of the participants held a practice-oriented attitude toward English learning. More specifically, they hoped to use English in their daily life. However, the extent of their out-of-classroom application of English appeared to be limited to well-known competitive contexts, such as taking English proficiency tests and applying for jobs. Thus, their motivation for practicing English was instrumental.

Extract 9

I am not an effective user of English now because ***I don't use it very often in my daily life****. I am exposed to English only when I study in class. I hope I can become an effective English user in the future.* (S13W03)

我現在並不是一個有效的英語使用者，因為在生活中我並沒有頻繁地使用它，只是在上課學習時接觸到英文，但我希望在未來我可以成為這樣的人。

Extract 10

My goal for learning English is to be able to use it fluently in various situations. Whether traveling abroad or ***having a job requiring English skills****, I hope I can possess certain capabilities to deal with English problems. (S09W03)*

Extract 11

I would like to reach the goal of my TOEIC score about 900. (S10W03)

As they neared the end of the course, the students' attitudes toward English use shifted moderately toward globally oriented attitudes in terms of pronunciation norms, ideal teachers, and role models. Consistent with the established discourse on competitiveness, these students believed in the instrumental value of English in academic and job markets.

4.2 Perceptions of cultures

The remaining topics of the Learning Englishes and Cultures Through Movies course discussed the multicultural character of English. The students were guided to problematize and reflect on a monolithic view of culture. Throughout the analysis, the researcher coded 103 references under the theme of perceptions of cultures, which was further categorized into four subcodes (*Table 2*).

Table 2: Codes related to students' perceptions of cultures

Perceptions of cultures	W3	W5	W8	W10	W12	W14	Final
Culture as homogeneous	0	0	21	2	3	4	1
Cultural differences as respectable	0	0	0	15	0	1	3
Culture as heterogeneous	0	0	14	8	8	4	6
Intercultural communication as complex and fluid	0	0	2	1	1	2	7

Some of the participants demonstrated awareness of the heterogeneity of culture after the lesson on intercultural communication, as shown in Extracts 12 and 13.

Extract 12

Cultures do not necessarily differ only by country; people in the same country can exhibit different cultural characteristics depending on their age, gender, ideas, or religious beliefs. (S01W08)

文化不一定只因為國家而有所不同，同一個國家的人民，也可以因為年紀、性別、想法，或是宗教信仰等等的不同，而有了不同的文化。

Extract 13

Before [class], I think one country has its own culture. After [class], even in one country has different cultures. Ex. People can be divided into groups according to gender, age… (S04W08)

The discussion and reflection regarding intercultural communication aimed to assist the students in articulating their individual cultural perspectives and recognizing the "multi-voiced nature of cultural characterizations" (Baker, 2011, p.68). However, many of the students frequently referred to homogeneous national cultural characteristics, especially when discussing their own culture. The following extracts illustrate this phenomenon.

Extract 14

Taiwanese people are very warm and welcoming. Although things are sometimes not done as methodically as in Japan, at least when something unexpected happens, we can find a way to resolve it immediately. (S01W08)

台灣就是一個人民很熱情的地方，雖然有時候做事不像日本人一樣按部就班，但至少在遇到意想不到的事時可以即時找到方法去解決。

Extract 15

We have many temple cultures [in Taiwan]. Our staple food is rice. We are famous for night markets. (S04W08)

The participants made numerous references to respect for and tolerance of cultural differences after an explicit discussion of stereotypes mediated by the movie *Lost in Translation*, as illustrated in Extract 16.

Extract 16

We cannot judge a person or nation by a single point of view. People are special since we come from different backgrounds, learn from education systems, and have our own experiences. ***The best way to communicate with people is to admire the differences between us****. (S05W10)*

Some references, however, still approached culture with a nationally bounded conception and from the perspective of the "us" versus "others" dichotomy.

Extract 17

I have friends from foreign countries and of various ethnicities. ***We have always respected each other, and I am happy to listen to them share the characteristics of their countries*** *to understand how* ***the places they grew up in are different from Taiwan****. (S04W10)*

因為身邊有外國、不同種族的朋友，我們一直都很尊重彼此，我也很樂於聽他們分享他們國家的特色，來了解他們成長的地方跟台灣有什麼不一樣。

However, throughout the course, the participants increasingly referred to the complexity and fluidity of the interrelationships between culture, language, and communication in contrast to the relatively basic cultural awareness they had expressed early in the course (Baker, 2012). The author of Extract 18 seemed to have seized to assume an essentialist view of linguacultural relations.

Extract 18

[The most meaningful learning is] knowing the connection between cultures and languages that people use the same language but do not mean the same meaning. (S07Final)

The following extract is an example of the awareness of emergent cultural frames and the willingness to negotiate them.

Extract 19

I used to have difficulty understanding people with different values or habits. Now, I realize that ***no one is exactly the same. Perhaps I need to adjust my own perspectives and personality*** *instead of always blaming others. In the future, I will try to place myself in others' shoes. (S04Final)*

以前會覺得遇到和自己價值觀或習慣不一樣的人會不理解，但現在發現其實沒有人是完全一模一樣的，也許是自己的觀念和個性要調整，而不是總是別人有問題。讓我在未來會更加站在對方的立場來思考事情。

Although the students possessed knowledge and attitudes beyond a static perception of culture, practical application remained a challenge for them. Students such as S03, who wrote Extract 20, likely require further pedagogical support for real-time application to communicate more effectively in multicultural settings.

Extract 20

> *Something that has been puzzling until now is that **I still don't understand how to perfectly see people as an individual instead of considering them to be a part of a certain cultural group.** It is because once I see people as what it should be as part of a cultural group, they might get offended. It is because we are who we are; we are not should be categorized as a cultural group.* (S03Final)

Based on the findings regarding the students' perceptions of cultures, it can be inferred that the course fostered advanced intercultural and cultural awareness, exceeding simplistic national/ethnic representations.

5. Discussion and conclusions

This study contributed to its field in two ways. First, Taiwan's English language education is currently undergoing a period of transformation, which involves students establishing a sense of ownership of English. The present course intended to achieve this goal through a Global Englishes approach. Second, in response to earlier researchers' calls for replication for validity, the design, implementation, and analysis of the present course added to the limited nature of pedagogical and curricular application of Global Englishes in the Taiwanese context.

The Global Englishes awareness–raising course designed in this study and other similar innovations have demonstrated their trialability. The development of awareness of English's multilingual and multicultural nature was demonstrated in this study. Concerning research question 1, moderate changes in students' attitudes toward English use were observed in several dimensions of the GELT framework, namely the norm (especially pronunciation), ideal teacher, and role model dimensions. Regarding research question 2, advanced cultural awareness was manifested in the students' perceptions of culture as heterogeneous and their demonstration of respect for cultural differences. Their intercultural awareness was also illustrated by their view of intercultural communication as complex and fluid.

On the one hand, consistent with the findings of Chao (2013, 2021), the movies in this course seemed to be effective for exposing students to how English is used globally, particularly how it transcends linguistic and cultural boundaries. In addition, critical reflection was a powerful pedagogical approach to raising Global Englishes awareness, as previous studies have suggested (e.g., Chao, 2013, 2021; Galloway and Rose, 2014; Humphreys and Hirschel, 2021; Sifakis and Bayyurt, 2015). However, tensions remain between normative and critical approaches to English and between homogeneous and heterogeneous perceptions of culture, likely because of limited out-of-classroom, real-life application of English (other than that pertaining to work and educational use).

Seidlhofer (2011) proposed that students should be encouraged to use strategies for "making sense, negotiating meaning" and "co-constructing understanding" (p. 198). Other researchers (e.g., Lopriore, 2017; Lopriore and Vettorel, 2015) have similarly advocated for students to have the autonomy to use English independently beyond the school context. Embracing this proposal could lead to significant changes in students' communication, signifying a shift from the traditional native-speaker-centric understanding of English to one that acknowledges its

global function. This perspective aligns with Sifakis's (2019) call to action, emphasizing the importance of highlighting such transitions in student behavior, observable not only within the classroom but also beyond. Therefore, the next action research cycle aims to implement these suggestions and encourage this shift by integrating real-world interaction. This will be facilitated through collaboration with international English users, both in physical and virtual settings, outside of the classroom.

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Appendix

Summary of the Learning Englishes and Cultures Through Movies course

Week	Learning content	Text (movie)	Task and instructional prompt
1	Course Introduction		• Think–pair–share discussion of conceptions of the English language and English-speaking culture

2–3	Learning and Using Englishes	*English Vinglish*	• Movie comprehension questions
			• Role playing
			• Puzzle activity
			• Lecture on Kachru's circles
			• Reflection questions:
			  ○ What is your goal for learning English?
			  ○ What challenges have you encountered?
			  ○ Is Mr. David Fisher (the teacher character in the movie) your ideal English teacher? Why or why not?
			  ○ Do you consider yourself an effective English user? Why or why not?

4–5	Native-Speakerism and English Ownership	*Saving Mr. Banks*	• Movie comprehension questions • Puzzle activity • Discussion on the most suitable candidate from whom to learn English • Lecture on variations and ownership of English • Reflection questions:

			○ Which issue do you find most interesting among those we discussed in today's class? How is that issue relevant to your life experience (e.g., learning/using English)?
6–8	Intercultural Communication	*Dirty Pretty Things*	• Movie comprehension questions • Interview someone from another culture • Discussion: ○ Supposing you were an asylum seeker like Senay (the leading female character in *Dirty Pretty Things*), what five things would you want to take with you if you and your immediate family were to be evacuated to another country? ○ Referring to the previous question, what five things would you want to continue doing once you arrived in another country? • Presentation of the interview and discussion results • Reflection questions: ○ What was your definition of culture before today's lesson, and what is it after today's lesson? ○ Can you describe your culture? • What is the difference between descriptions of cultures and stereotypes?
9–10	Generalization and Stereotyping	*Lost in Translation*	• Movie comprehension questions • Lecture on the concept of generalization and stereotyping • Discussion: ○ How is comedy generated in the movie? ○ Referring to the previous question, if the movie was made about your home country, how would comedy be generated? • Reflection questions: ○ What did you learn from today's lesson? ○ What was interesting? ○ How is the lesson relevant to your life?
11–12	Family and Culture	*My Big Fat Greek Wedding*	• Movie comprehension questions • "Find someone who…" activity • Think–pair–share discussion on how family may affect someone's approaches to communication • Reflection questions: ○ How has your family affected your identity or your approaches to communication? ○ What are some stereotypical descriptions of Taiwanese people? ○ How do you feel about these stereotypes? ○ How do stereotypes interfere with communication? Explain by using an example.

13–14	Work and Culture	*Outsourced*	• Movie comprehension questions
			• Peer interview about attitudes toward work
			• Puzzle activity
			• Reflection questions:
			  ○ What did you find interesting in today's lesson? Why did you find it interesting?
			  ○ How is the content of today's lesson relevant to your life/experience? Support your answer with examples.

15–17	Final Project	Students' Self-Selected Texts	• Final project presentation:
			  ○ Find a text (a news article, a video, a blog post, or any other text approved by the teacher beforehand) relevant to a specific course topic.
			  ○ Discuss your chosen text and give a 5–7-minute presentation.

18	End-of-Semester Reflection		• Reflection questions:
			  ○ What do you think was the most meaningful topic that you learned about this semester?
			  ○ What are some issues we discussed that still puzzle you?
			  ○ What are some possible implications of our learning for future practice?

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